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ABSTRACT

This reading resource catalog is intended for teachers, administrators, and others looking for effective reading programs. The first section of the catalog presents six summaries of recent reading research with direct application for teaching practice. Topics covered are: choosing a textbook to improve student comprehension, using the cloze procedure to match books to students, how to be an effective teacher, organizers for comprehension, syllabication, and teaching students to comprehend. The second section contains descriptions of 59 reading programs with proven effectiveness for use with students at the preschool, primary, intermediate, junior high, and senior high/adult levels. An appendix contains a rating sheet to aid in the review and selection of programs. (FL)

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KNOWLEDGE BASE OF
RESEARCH AND DEVELOPMENT
OUTCOMES IN READING

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INTRODUCTION

This is a third edition of the Knowledge Base of Research and Development Outcomes in Reading, developed by the R&D Utilization Project staff at the Northwest Regional Educational Laboratory (NWREL). This edition is the result of the incorporation of developer feedback into all of the program descriptions.

Local education agencies are encouraged to use this package of materials in the process of selecting alternatives that may match defined needs in their reading program(s). A consultant, skilled as a linker, can often assist the local staff and community in defining their needs and in understanding these projects. Attention to this process will assist your district in selecting the most effective project for your children.

Project History: The Process of Design

The Search for Research and Development (R&D) Outcomes. For the first edition of the Knowledge Base a four-month search for R&D outcomes was organized by NWREL as part of the Northwest Reading Consortium (NRC), R&D Utilization Project. Needs identified by local educational agencies directed the search. Sources included Educational Resources Information Center (ERIC), National Diffusion Network (NDN), Right to Read (R_2R), International Reading Association, State Validation Systems and National Institute of Education (NIE). Carol Meyer, consultant to the project, organized the initial examination. Jan Black of the R&D Utilization Project made additional information requests. Judith C. Root, editor, developed the R&D outcome project descriptions.

The effort to identify and collect successful programs and products has continued with a resulting expansion of the Knowledge Base. Additional searches, based on newly defined needs expressed by local educational agencies, have occurred and have contributed to the growth of the materials collection. Kathleen Cotton has served as the editor of the R&D outcome descriptions which are now included.

The Research. An initial summary of research related to reading and effective teaching was conducted by Dr. Ruth Waugh of the University of Oregon. The conclusions are included following this introduction. These conclusions can be related to the analysis of R&D outcomes in the selection process. More information is available through the linker for school districts participating in NRC and from the R_2R Directors in your state.

The Resources. A central file of names of agencies and educational personnel in reading at institutions of higher education has been compiled. For information about a resource for a specific problem in reading, please contact David Campbell at NWREL.

The Selection. All R&D outcomes have been reviewed by a reading panel. Membership on the panel included the Director of the NRC R&D Utilization Project, the NWREL subcontract manager, the R_2R Director, a teacher, a representative from higher education and a linker. R&D outcomes were analyzed against a rating scale. This scale was developed by higher education and local education agency personnel at State Assembly meetings. Marge Herron of the Vancouver Schools in Washington originated the design. Don Shutt from the Springfield school system in Oregon synthesized both the input from educators and the research on R&D outcome evaluation. Carol Meyer, consultant to the R&D Utilization Project, provided additional comments which were incorporated into the rating scale. The initial screening form used by the panels and the rating scale itself appear in the appendix.

The People. This package was developed by:

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Organization

As the Knowledge Base continues to expand, it becomes necessary to present product information in a format which will:

- provide linkers and others with easy access to program abstracts which are relevant to the needs of practitioners
- allow for inclusion of new abstracts without reorganization of the format
- be compatible with and transferable to needlesort and/or computer systems

The following paragraphs describe the organizational strategy used in compiling this edition to the Knowledge Base.

Research Papers. This introductory material includes the series of research papers referred to above. It is strongly recommended that users review these findings. Familiarity with current research will enable users to determine which programs are most solidly grounded in the philosophies and strategies shown to be most effective in teaching reading.

Divider Pages. Users will note that program abstracts are filed under five categories:

Preschool
Primary
Intermediate
Junior High
Senior High/Adult

This strategy allows linkers and others to access the abstracts according to the student audience the programs are designed to benefit. Following each divider page, program abstracts appear alphabetically by title.

While organizing the abstracts by student age/grade levels is useful, it can also be misleading. Many of the reading programs reviewed and abstracted here are long-term, continuous progress plans designed for a wide age range (e.g., K-12). The reference sheets are intended to solve the problems inherent in accessing solely by principal student audience.

Reference Sheets. The reference sheets (green) list all programs contained in the Knowledge Base. Beside each title are listed, first, all age/grade levels for which the program is appropriate, and second, the section in which that program abstract is filed. The logic behind this strategy is that, even though a program may have a wide range of potential users, programs generally have as their main focus the provision of services to a particular age/grade group. For comprehensive, continuous progress programs, the filing decision made has necessarily been somewhat arbitrary. Nevertheless, the reference sheets do serve the dual purpose of directing users to the abstract and displaying the other age/grade levels for which the program is also appropriate, as illustrated below.

Program Title	Target Audience	Placement Section
Conquest	1st grade repeaters, students in grades 2-6	Primary

A cautionary example: An intermediate level teacher scanning only the Intermediate section runs the risk of missing good programs which include the intermediate grades but are filed elsewhere. Users are therefore strongly encouraged to check the reference sheets frequently to insure that nothing of potential interest is overlooked.

Right Column Index. The right column index on each abstract form is intended to provide, at a glance, more in-depth information about each program. When paging through the abstracts in any of the sections, the linker or other user can determine the program's components rapidly without having to read the entire narrative. The components listed in the right column index are organized by:

Instructional Problem Areas
Content Areas
Instructional Strategies
Specialized Programs

For a given program, each relevant component is bulleted at the far right. In the case of a primary teacher who desires to find reading materials for his/her students, scanning the right column index of abstracts of programs for primary students will yield further information about those programs. Sometimes the teacher will have identified a need for primary reading materials in a given content area such as social studies, or will have a particular instructional strategy in mind (e.g., enhancing student motivation). In such cases, it can be determined immediately whether a program with the desired component(s) currently exists in the Knowledge Base. However, since the age/grade level of students to be served will generally be the starting point for reviewing the materials in the Knowledge Base, the right column index usually serves to draw attention to other, second-order components (instructional problem areas, content areas, strategies) which may not have been initial concerns, but which are nonetheless relevant, helpful and often "pleasant surprises" to practitioners.

Many programs contain materials and activities for teachers and administrators along with those intended for student use. Still others offer no student materials, such as staff development programs or management systems designed to benefit students indirectly by improving teacher and administrator competencies. The specialized programs section of the index lists the components Staff Development, Management System and Tests and Assessment in order that programs containing these elements as well as--or instead of--materials for student use may be easily identified.

Descriptors. The descriptors section of the abstracts has two main functions. First, the descriptors chosen reflect which components are most emphasized in the program materials from which the abstracts were generated. They indicate grade levels, materials formats, instructional strategies, instructional problem areas and, if appropriate, they serve to inform the user that a program concerns itself with reading in the (or some) content areas. Second, the terms used in this section are formal ERIC descriptors, which allows for easy translation of Knowledge Base information to computer in the future.

RESEARCH FOR TEACHERS: CHOOSING A TEXTBOOK TO IMPROVE STUDENT COMPREHENSION*

Teaching students to comprehend written material challenges every teacher as the students progress from kindergarten through graduate school.

The material to be comprehended by any adult ranges from directions for a recipe or a laboratory procedure through expository presentations on any subject, to stories and poetry.

No magic trick exists
to develop comprehension
effortlessly or simply.

HOWEVER...

- A series of procedures have been identified which assist students to comprehend written material.
- Capable teachers who use these validated teaching strategies over a period of time improve instruction and increase pupil learning.

WHAT IS COMPREHENSION?

The Webster's New World Dictionary of the American Language (1964) defines the word "comprehend" as "to take in mentally" and "the power to grasp ideas." At first glance these seem to offer little help to the teacher struggling with students who do not comprehend. Yet the action verbs, to take in and to grasp, hold the essence of teaching comprehension.

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*Written by Dr. Ruth Waugh, University of Oregon.

The student must:

- "Take in" all or part of the new information
- Weigh the ideas against a previous pool of information
- Integrate old and new concepts into a fresh knowledge base

The comprehension cycle begins again with additional input.

Obviously a skilled teacher must choose a textbook easy enough to permit the student to "take in" the information presented as well as hard enough to provide enlightenment rather than mere repetition.

In addition to choosing texts of the correct difficulty level, teachers should select textbooks with characteristics which have been shown to be particularly valuable for those students who find comprehension difficult.

CHOOSE TEXTBOOKS WITH THESE FEATURES...

A Short Summary Presented Prior to a More Lengthy Text Passage

Authors of expository material (the content subjects in the school curriculum) employ a variety of writing styles to present information:

- Topic sentences at the beginning of a paragraph with added explanation, amplification or detail
- Summaries of the main idea of a paragraph with a concluding topic sentence
- Concepts presented in sequence without a summary

Although research guidelines for teaching comprehension are not as clear as for other topics in teaching reading, Rickards (1976), and Gagné and

Wiegand (1970) present convincing evidence that students comprehend more if the text contains a summary which appears prior to the main passage and which includes the main generalizations presented in the selection.

Summaries or advance organizers, which serve to give the reader a preview, assist the student in recalling other relevant relatable information. When the reader clearly identifies the central ideas of a passage prior to reading, these ideas are recognized in expanded form in the passage that follows. Furthermore, advance organizers help break reading passages into blocks of information that may be more easily remembered.

Advance organizers,
in the form of summary statements or short paragraphs,
assist students to grasp ideas. *

Research does not provide clear guidelines for determining how frequently the summaries should appear. A 250-word organizer with a subsequent passage of 2,000 words, resulted in marginal benefits. Passages of roughly 190 words centered on one topic and preceded by an advanced organizer failed to yield a positive effect. Rickards (1976) found comprehension of 800-word units significantly increased by inserting a generalization prior to text units of this length.

Apparently, if an excessive amount of information follows a summary, the salient points are lost while other information from the reader's pool of previously acquired knowledge, is not retreived. Summaries appearing too frequently may interrupt the reader's own process of organizing and interrelating concepts.

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*See Research for Teachers: Organizers for Comprehension.

Nevertheless, teachers will probably find the task of teaching comprehension easier if they select textbooks structured with a major concept statement preceding more lengthy discussion of the idea. Additional features of textbooks assist students with the difficult process of comprehension.

Question Organizers

Questions interspersed within the text or placed at the end of a selection seem to perform much the same function as advance organizers--helping students to comprehend more effectively.

Comprehension is an active mental process!

Questions:

- Direct the reader's attention to the content of a passage
- Provide a check against which the reader judges whether central or merely peripheral ideas have been grasped
- May alert the student to re-read a section for fuller understanding

Debate: Types of Questions

General agreement exists that question organizers have value, but debate continues about whether the questions should require factual or conceptual thinking. There is also some discussion about the best placement and the optimum frequency of questions.

Currently available answers to these questions follow the common sense impulses of thoughtful, perceptive teachers.

If the question organizer calls for literal, verbatim response, recall of factual information increases.

If the question calls for higher order conceptual thinking and the students are mature readers in secondary school or college, the evidence is fairly clear. Conceptual level organizers foster retention of conceptual, higher order information.

For beginning readers and slow learning pupils, the evidence on high order questions suggests at least a yellow caution light if not an outright stop sign (Dunkin and Biddle, 1974). Don't expect major improvement in comprehension to result for these students by increasing the proportion of higher order questions.

With regard to placement, question organizers should follow a reading passage, providing an opportunity for mental review of the topics just read. Some researchers have demonstrated improved comprehension with interspersed question organizers. Here, as with summaries, more is not necessarily better. Too frequently, inserted question organizers may reduce comprehension, apparently by creating unnecessary interruptions.

WHICH STUDENTS WILL BENEFIT MOST?

Every teacher finds some students who learn with little or no direct teaching as well as others who seem confused by nearly every academic task. The reader with low or average reading ability will benefit more from the presentation of an organizer within the text than will children of higher ability. This conclusion has been replicated frequently enough to provide a reliable guide for teachers.

WHY? Poor readers may be so occupied with the mechanics of decoding that they fail to attend to the meanings of phrases and sentences. Advanced organizers or question organizers may assist the less able reader to shift more of his/her attention to the message.

The poor reader is unable to extract the central idea from a selection and to organize related information around the key concepts. Again, the advanced summary assists the low student to have the main notions clearly in mind. These notions serve as anchor points for the bits and pieces that follow. The interspersed questions serve as further checks on the mental reorganization called "comprehension."

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RESEARCH FOR TEACHERS: CLOZE PROCEDURE -- "Matching Books to Students"*

Are you looking for an easy, uncomplicated way to match the reading ability level of students to the difficulty level of texts?

USE THE CLOZE PROCEDURE

What is the Cloze Procedure?

- A Cloze passage is simply a 250- to 300-word passage selected from the text being considered for use.
- Blank lines of equal length are substituted for every fifth word.
- The entire first and last sentences are usually left intact.
- Students read the passage and attempt to fill in the blank spaces with the exact word deleted.
- Percentages of correct responses are then computed and decisions are made about the appropriateness of the text for a group or subgroup of students.

Also, consider--

- Books may vary in difficulty level throughout different portions of the text.
- Teachers should be particularly aware of variation in reading level of anthologies.
- A more accurate measure is found by using more than one Cloze passage from the same book.

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*Written by Dr. Ruth Waugh, University of Oregon.

ADMINISTERING, SCORING AND INTERPRETING CLOZE PASSAGE

Administering

Cloze passages are much *easier* to prepare than other teacher-made tests and require much *less time* to administer. Thus, they fit easily into the 40- to 50-minute periods of *junior* and *senior high* schools.

Since percentages of correct responses are low in comparison with the correct percentages expected on most other tests, teachers would do well to present Cloze as a *guessing exercise* rather than as an examination. Students are thus spared the *feeling of failure* often associated with getting only half the answers correct.

The major advantage of Cloze seems to be that the results provide a measure of the *match between the language of the reader* and the language of the *text*. Items on traditional comprehension tests can often be answered by general background knowledge possessed by the student. With Cloze, the results are *more related* to the specific material to be read.

All tests used as placement tests should give the teacher some indication of the student's ability to grasp information *in the form presented in the classroom*. Cloze passages enable the teachers to use parts from the texts being considered for use, and thus obtain a relatively accurate measure of the student's ability to read the proposed text.

Scoring

In scoring the passages only the exact word omitted is counted as correct. Synonyms or other semantically or syntactically correct words which do not duplicate the original text are counted as incorrect. The percentage correct does not change markedly when synonyms are allowed. On the other hand scoring synonyms becomes complicated, since judgment is often difficult. For example, are "big," "huge" and "gross" equally acceptable in a given sentence? Spelling errors are not counted if the word intended can be determined. If the teacher constructs an overlay or template, scoring is rapid.

The following guidelines are recommended for interpreting the percentage correct.

Independent Level = 60 to 100 percent
Instructional Level = 40 to 60 percent
Frustration Level = 40 percent and below

Although some authors list more precise numbers, i. e., 44 to 57 percent for instructional level, such precision may lead to misuse by obscuring the fact that any test including the Cloze procedure should be used as a guide to improve teacher judgment. Tests should provide information to the teacher who then must consider the number of subgroups manageable in any classroom, and the availability of more appropriate material covering the desired content.

Interpreting

When the percentages correct are interpreted with consideration for the other realities of teaching and testing, teachers can conclude the following:

- If a student gets 60 percent or more correct on a Cloze passage the book is too easy to provide challenge and should be supplemented or replaced with more difficult reading material in order to achieve optimum student progress.
- If the percent correct falls between 40 and 60 percent, the book is of appropriate difficulty for that student.
- If the percentage correct falls much below 40 the teacher should search for easier books for this group, or provide much preteaching of vocabulary and concepts prior to expecting the students to read.

If texts are selected with summaries and question organizers* and the teacher systematically uses the Survey, Question, Read, Review, Recite (SQ3R)** procedure, students may acquire much of the information in content areas by skillful selection and interpretation of parts of the text. Teachers may experiment with other procedures for adapting texts to pupils, but if the percent correct on a Cloze passage falls much below 40, teachers have a clear indication that the book is too difficult for that student.

CLOZE IS NOT USEFUL FOR SOME PURPOSES

Although some persons recommend giving Cloze worksheets frequently to teach students to develop the ability to use context clues, the evidence from research is overwhelmingly against such use. Deleting every fifth word and having the student complete these worksheets is not an effective teaching procedure.

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*See Research for Teachers: Organizers for Comprehension.
**See Research for Teachers: Teaching Students to Comprehend.

Cloze is primarily a measure of redundancy in language. Texts that violate traditional language patterns may need another procedure to match pupil and book.

ADVANTAGES OF CLOZE

The Cloze procedure appears a bit strange to teachers who first use it, but advantages of Cloze have been documented. Research evidence (Bormuth, 1968; Rankin and Culhane, 1969) indicates the difficulty of a passage is ranked as effectively with Cloze as with readability formulas involving tediously lengthy computation.

Little understanding of technical test construction terms (such as, item analysis or standard error of measurement) is needed to prepare a Cloze worksheet.

The Cloze procedure requires little time to administer; scoring is simple and interpretation of results is straightforward.

Cloze may be administered with equal ease to small or large groups.

Information about the match between student and book can be obtained by the more time-consuming informal reading inventory which is individually administered. Few regular teachers, however, can spend an hour with each student before selecting texts for each instructional unit.

Although traditional achievement tests, readability formulas, teacher observations and informal reading inventories should not be discarded, mounting research evidence suggests use of the Cloze procedure for matching reading ability of student to difficulty level of the text!

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2/1/77:jeb

RESEARCH FOR TEACHERS: HOW TO BE AN EFFECTIVE TEACHER*

New research emphasizes the crucial role of teachers. While some of the mystique of teaching remains, clear guidelines for effective teaching are beginning to emerge.

Three principles for effective teaching have been consistently identified by the researchers. They are:

1. Time spent on academic tasks leads to achievement.
2. Direction and structure of activities should be provided by teachers.
3. Pupil progress is carefully monitored.

The Coleman report (1966) and similar attempts to study student achievement suggest that family background and socioeconomic status are the major variables determining educational outcomes. These authors contend that teachers have little impact on pupil learning. It is also true that compensatory education programs do not compensate, at least not at a level that would refute Coleman's conclusions. In spite of these doomsayers, no one seriously suggests disbanding the entire educational establishment, preschool through university. Indeed, research on teacher effectiveness continues at an accelerated pace in centers in Michigan, Florida and California and in educational laboratories and universities throughout the nation.

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*Written by Dr. Ruth Waugh, University of Oregon.

Concurrent with this effort to determine the skills and qualities necessary for a teacher to impart learning, superior instructional programs receive endorsement of a National Review Panel; a National Diffusion Network helps school personnel become acquainted with Educational Programs That Work (1976).

Research on teacher effectiveness has begun to move from general philosophical opinions to actual classroom observations of effective and ineffective teachers working with students. This new research emphasizes the crucial role of teachers rather than suggesting that teachers are impotent.

TIME SPENT ON ACADEMIC TASKS LEADS TO ACHIEVEMENT

The first principle seems obvious. When reading is the subject of concern, spend more time teaching reading. If math skills are low, increase instructional time in math. Those students whose performance in reading or math falls below an acceptable level need supplementary instruction in addition to that provided to their achieving classmates. Supplementary instruction does not mean additional time spent in dramatic play, academic games, toys or puzzles, even when these latter activities bear some relationship to subjects taught. As part of the Planned Variation research, Stallings and Kaskowitz (1972-73) found that time spent yielded higher correlations (.3 to .6) with achievement than any other student or teacher behavior coded in Follow Through classrooms.

Guthrie, Mastuza and Seifert (1976) re-analyzed data collected by Educational Testing Service and reported in "A Descriptive and Analytic Study of Compensatory Reading Programs." The Guthrie et. al. sub-sample included 264 schools with 57,694 children. These researches concluded that time in actual reading instruction varied from six to 45 minutes per day and accounted for four to nine percent of the variance in reading achievement. Socioeconomic status had its primary influence by interacting with instructional time for sixth grade compensatory programs. A large amount of instructional time benefited sixth grade students from low socioeconomic status groups who may not spend as much time reading in informal settings as their more advantaged peers.

The Beginning Teacher Evaluation Study (1977) investigated acquisition of skill in fractions among fifth grade students. Report No. 6 states:

> "The data for all three specific fraction scales show a clear positive gain with instruction. The highest gains were made by students who worked the longest in the area. Students who spent no time showed no gain." (p. 4).

The first principle for producing achievement gains is to increase the amount of time the students are actively working at academic material of moderate difficulty. Every student will not benefit from more time. Guthrie's upper socioeconomic sixth grade students did not profit from additional reading instruction. Obviously, someone must decide how much time is enough for each student. The second principle of effective teaching emphasizes the teacher's responsibility in decision making.

STRUCTURE SHOULD BE PROVIDED BY TEACHERS

The British infant schools are seen by many as bastions of discovery learning. Caine and Smithers (1971), in a two-year study of 12 infant schools in deprived areas, found that successful schools were characterized by teacher control, systematic instruction and organized phonics. Unsuccessful schools had few regular periods of instruction. Teachers waited for pupils to show interest in learning. Many activities and games were selected by the students.

Eula Ruby's summary of the Michigan Cost-Effectiveness Study showed positive, significant relationships between staff planning, decision making and classroom reading activities. A high number of teacher working hours each school day was associated with high student reading achievement. When teachers selected a high proportion of materials, reading achievement was higher. In high achieving sites, teacher morale was high. Teachers know when they are being effective.

Teacher control is probably more important for low SES students than for advantaged students who come to school with a large fund of information to relate to varied experiences. Solomon and Kendall (1976) found that children in suburban classrooms, who were responsible for class planning and were not teacher-directed, had lower gains in achievement, in writing ability and in self-esteem. Even suburban children profit from teacher control.

Emphasis on the importance of teacher direction should not raise the specter of an ogre coercing students with threats, scolding or ridicule. The evidence is clear that such aversive teacher behaviors are negatively related to achievement gain. Rather, teacher direction means the teacher plans activities for students with full cognizance of the very real differences in achievement found in any classroom. Developers of Classroom Intervention found that a typical range in reading skills for students in fourth grade in the inner city schools of Seattle, Washington, was seven years. Fourth grade teachers could expect students who could read at the first grade level and others who could read eighth grade books. Teachers must use techniques to match the ability of the student to the difficulty of the material.

PUPIL PROGRESS IS CAREFULLY MONITORED

The third principle of effective teaching is to monitor pupil progress. Research support for this principle is implied in each of the other two. Students will refuse to work for extended periods of time at material that is boring and repetitious or frustratingly difficult. The importance of teacher selection of materials and teacher planning time (highlighted in the Michigan study) suggests skillful adaptation of the curriculum. The Michigan researchers also found that a high degree of accountability was associated with high reading achievement. Accountability implies setting goals and obtaining objective data to judge whether the goals have been reached.

More direct evidence comes from Rider (1972). He identified five components of effective Title I programs. Three of the five components were directly related to monitoring pupil progress: (1) pupils were tested for admission to the programs, (2) individual diagnoses of reading problems was made, (3) frequent evaluation of student progress and of the total program was conducted.

Effective teaching will continue to depend on the teacher's expertise in applying these principles and on other factors that at present remain elusive. Present research, however, has moved the state of knowledge of teaching past general statements about liking children to definition of a set of skills used by effective teachers.

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RESEARCH FOR TEACHERS: ORGANIZERS FOR COMPREHENSION*

Can text organizers help increase
your children's reading comprehension?

WHAT ARE TEXT ORGANIZERS?

Organizers may be classified into three general categories, although there may be some overlap between the three. The three categories are:

- Short, summary paragraphs, usually presented along with more lengthy text passages
- Single word or single sentence statements about a passage
- Questions concerning the information presented in a passage

WHAT DO ORGANIZERS DO?

Considering their operation at a very conceptual level, organizers act as "pegs" upon which information presented in a reading passage can be "hung."

> When an organizer is presented along with a reading passage in summary, word sentence, or question form, it gives the reader a brief glimpse of what the passage is about and assists him/her in calling to mind other relevant, relatable information.

It is in this sense, then, that organizers function as "PEGS." In being able to clearly identify the central ideas of a passage the reader may more easily recall other experiences or things about which the passage is concerned.

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*Written by Dr. Ruth Waugh, University of Oregon.

Further, organizers help break up or "CHUNK" reading passages into blocks of information that may be more easily remembered.

HOW DO ORGANIZERS DIFFER?

Statement and "Key Word" Organizers

Statement and key word organizers may be placed before, after or interspersed within a reading passage. These serve to highlight the central ideas or themes of the passage. Knowing the central idea of a passage helps the reader more readily link previously learned information to new ideas on the printed page.

Question Organizers

Question organizers, similar to statement-key word forms, direct the reader's attention to the content of a passage and call relatable information to mind. However, question organizers may also provide some extra attraction, some extra incentive for reading a passage. Question organizers may assume the reader knows the answers. If the reader doesn't, he/she may be motivated to read the accompanying passage to satisfy his/her curiosity.

Summary-Paragraph Organizers

This type of organizer is simply what its name implies, a summary or highlighting paragraph that presents the reader with a series of ideas contained in a passage. Summary-Paragraph organizers are generally presented with more lengthy passages of text and give the reader a more complete idea of what the text is about. One problem with summary-paragraph organizers, however, is that often an excessive amount of information is presented. Thus, even though the reader may be given the "PEGS" upon which to "HANG" or relate the longer passage's information, it may be difficult for him/her to recall those pegs and adequately use them during reading.

"Higher" Versus "Lower" Order Organizers

Besides being used in statement, question or summary form, organizers may be addressed to the reader at either "higher" or "lower" cognitive levels. The question in this issue thus becomes:

> Does a child retain more information if the organizer is presented at a higher order, conceptual level than when presented at a lower order, literal (verbatim) level?

The answer to this question, it seems, is quite situational. It depends upon what type of information the reader is expected to retain (conceptual or verbatim). Of further concern is the length of retention for that specific information, that is, whether testing will be done immediately or after a long period of time.

Recent research by Rothkopf and Billington (1974), as well as Rickards (1975-76) has suggested the presentation of more narrowly defined, verbatim organizers leads to better retention of similar, verbatim information. In considering the retention of conceptual information though, some studies indicate the presentation of conceptual level organizers foster the retention of conceptual, higher-order information (Gagné and Wiegand, 1970; Rickards, 1975-76).

LOCATION OF THE ORGANIZER

As has been previously suggested, organizers may be presented before, after or interspersed within a reading passage to help a reader retain the information. Much research has indicated that organizers following a reading passage may provide extra support in helping the reader integrate and retain the information. Bruning (1970) has found this to be the case with statement organizers, Boker (1974), Rothkopf and Bisbicos (1967) and Frase (1967) with question organizers and Schnell (1973) with summary-paragraphs. But in considering an organizer's cognitive level of presentation along with position, Rickards (1975-76) found readers retained more information with conceptual level organizers presented before a reading passage, as did Gagné and Wiegand (1970). Gagné (1969), however, found that higher order questions interspersed within a text passage gave better retention of information.

CONCLUSIONS

To conclude this paper and to answer the initial question,

> Can text organizers help increase your children's
> reading comprehension?

the answer would seem to be a qualified "YES." But one final issue that must receive consideration in answering this question has to do with a child's own reading ability. Research has indicated that children of lower or average reading aptitude may benefit more from the presentation of an organizer along with a reading passage than children of higher ability (Ausubel and Fitzgerald, 1962; Allen, 1970; Maher, 1975; Shavelson, et al., 1974; Smith and Hesse, 1966). Such findings have been explained with the suggestion that while poor readers may fail to have the skill of extracting the central idea from a passage and organizing related information around that idea, good readers seem to already possess this ability (Cromer, 1968; Oakan, Wiener and Cromer, 1971; Wiener and Cromer, 1970). Thus, while poor readers may be able to readily use the assistance provided by an organizer in retaining information presented in a passage, for good readers an organizer may interfere with skills already in operation.

This review of organizers in statement-key word, question and summary-paragraph form has provided general support for the belief that text organizers can enhance children's reading comprehension. Issues surrounding the presentation of organizers were discussed, such as the location of organizers with respect to text passage and "higher" versus "lower" levels of organizer statement. Finally, reader aptitude was discussed as it relates to organizer presentation. The information provided in this paper could be helpful to the teacher in designing instructional programs, conducting classroom discussions and in choosing reading materials for classroom use.

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RESEARCH FOR TEACHERS: SYLLABICATION*

The mechanical process of segmenting long words is generally called syllabication in curriculum materials and separated from the process of attaching the correct meaning to the word.

A few students in every classroom, from grade two or three through high school PaNiC at the sight of long words in material to be read.

How can these students be identified?

How can they be helped?

IDENTIFICATION

To identify students who may need instruction in syllabication, use:

- Teacher observation
- Student report
- Teacher-made tests
- Syllabication subtest from a criterion referenced test

These four procedures may be used singularly or in combination with one another.

Teacher Observation

Teachers should observe whenever students are asked to read orally and identify those students who:

- Stumble over long words
- Pronounce parts of the word
- Mumble unintelligible speech sounds
- Omit the troublesome word altogether

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*Written by Dr. Ruth Waugh, University of Oregon.

Student Report

Students who read silently and fail to give adequate responses to questions or to class discussion raise the possibility that multisyllabic words create insurmountable hurdles for the reader.

Teacher observations should be checked out by asking the student what she/he considers to be her/his major problem.

Often students will complain: "I can't read that. There's too many long words."

This lament can mean the student can pronounce the word but doesn't know the meaning of the word or, perhaps, she/he cannot segment the long word into manageable chunks to facilitate understanding the meaning.

Teacher-Made Tests

To test for the ability to divide words into manageable chunks (syllabication), criterion referenced tests use a variety of procedures which may be adapted by teachers who make their own tests.

Syllabication Subtest

- Stanford Diagnostic Reading Test (Harcourt, Brace and Jovanovich, 1974)
  The student selects the first syllable of a given multisyllabic word.
- Criterion Reading (Random House, 1971)
  The student listens for the number of stress units (vowels) as a word is pronounced.
- Prescriptive Reading Inventory (McGraw Hill, 1974)
  The student identifies frequently occurring prefixes, suffixes and root words.

Any of these techniques may be adapted to the vocabulary of a specific subject area to help a teacher identify and group students who need to be taught to break long words into smaller meaning units.

INSTRUCTION

Teach prefixes, suffixes and root words that apply directly to the words the student must read in daily assignments.

The evidence...

- The syllabication subtest of the Stanford Diagnostic Test accounts for only 2 percent of the variance in reading performance.

Therefore, don't devote major effort to the relatively mechanical aspects of breaking down large words into units. This skill in the reading process is relatively minor.

- McFeely (1974) summarizes the findings of five previous researchers who examined the utility of frequently taught generalizations. All five authors used the same procedure--matching the generalizations against words selected from textbooks or stratified samples of words from the dictionary. Regardless of the differences in the samples of words, the results are remarkably consistent. Words are almost always divided between a prefix and a root, or between two roots, as in a compound word. A suffix usually is separated from the root although inflectional suffixes ("s" as in runs and "ed" as in jumped) lower the utility to 80 percent.

Certain word elements appear repeatedly in each subject area. For example, ify occurs in science in such words as liquify, purify, intensify. Meter should be a recognizable unit to combine with micrometer, thermometer, barometer and a host of similar words.

- The evidence is solidly against use of worksheets that have the student apply VCCV or VCV rules. The VCCV rule states that if the first vowel sound in a word is followed by two consonants, the first syllable ends with the first of the two consonants. If the consonants are like (tt in butter) the rule applies to less than 30 percent of the words. If the double consonants are unlike, and are not a digraph or a blend, the rule applies to about three-fourths of the occurrences. To use the rule the student must first identify double consonants, discard those that are like consonants, make the decision about whether the consonant cluster is a digraph or a blend and then proceed to the division and pronunciation. Surely such an involved and tortuous process cannot be recommended.

- The VCV rule states that if the first vowel sound is followed by a single consonant, that consonant usually begins the second syllable. All five researchers found this rule applied to about 50 percent of the occurrences, rendering the rule no better than chance.

REMEMBER...

To identify which students need to be grouped for special instruction in the frequently occurring multisyllabic words of any curriculum area, teachers should observe a student's oral reading or ask a student about the help he/she (the student) thinks is needed, or develop a teacher-made test which measures the student's ability to recognize and recombine frequently occurring prefixes, suffixes or root words.

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RESEARCH FOR TEACHERS: TEACHING STUDENTS TO COMPREHEND*

Comprehension of written material is
an incredibly complex process.

Comprehension includes:

- Identifying the separate elements of a message
- Seeing possible relationships among the various elements
- Giving weight to those elements on the basis of current and past information
- Selecting or rejecting bits of information
- Reaching a conclusion which may be used as one element in the next comprehension cycle

Some students develop a scheme for the whole comprehension process with little or no instruction. These students respond easily to classroom activities such as:

- Isolating the main idea
- Discriminating relevant from irrelevant information
- Outlining the content or summarizing information

Since comprehension is the most complicated portion of the reading process, identification of students who need special instruction is critical.

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*Written by Dr. Ruth Waugh, University of Oregon.

USEFUL TECHNIQUES

Determine Students' Decoding Skills:

According to Golinkoff (1976), as well as to previous convincing data, decoding must precede comprehension. If the student mispronounces eight or ten words out of each one hundred words, consider using one of the validated programs to teach students decoding.*

Determine Match Between Student and Book:

Several procedures help a teacher match reading ability of the student with difficulty of the material. A teacher can match readability of the text with achievement test scores of the student or use the more direct Cloze procedure described in "Matching Books to Students" in this series.

Use Proven Teaching Procedures:

The most important thing to remember about teaching comprehension is that instruction should come before, rather than after, the students read. A complete reversal is necessary for the teacher who usually gives the assignment, has the students read and then checks comprehension by asking questions or requesting written responses. Some students perform adquately under the teaching method described above, but the research evidence (Robinson, F.P., 1961; Donald, M., 1967; Gage, N.L., et al., 1976; Garty, R.H., ERIC) is clear that most students will learn significantly more if the teacher sets the stage for comprehending.

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*See High Intensity Tutoring or Project R-3 among the validated Title I programs.

Two procedures appear to be about equally useful in helping students extract meaning from written material. The procedures are described on the following pages.

Use the Survey, Question, Read, Review, Recite Procedure (SQ3R)

Francis Robinson's procedure, appearing in Effective Study (1961) creates the active questioning, evaluating attitude necessary for improved comprehension. Systematic use of SQ3R has raised student achievement from sixth grade through college above that of control groups not using the procedure. The steps can be briefly outlined:

- Survey: The student previews the material to get the main idea, reading title, bold faced heading, summary, graphs and illustrations. The purpose is to begin the process of relating ideas.
- Question: The student turns the title, main headings or italicized words into questions.
- Read: The student reads in an attempt to answer the questions just raised.
- Recite: In this self-examination, the student paraphrases the new-found knowledge in his/her own words.
- Review: The student transfers the new information to life situations, to further acquisition of knowledge, to class discussions. Review also encourages assimilation, integration and organization of information.

Teachers unfamiliar with the technique should obtain a more complete description.

Use the Directed Reading Activity

The steps of the Directed Reading Activity resemble those of SQ3R. The objectives are identical--to encourage the pupil to select, reject and relate bits of information actively in improving comprehension.

- Set the Stage: The teacher provides background to develop interest and relate new information to known material.

- Introduce New Words: The teacher's goal is to provide specific meanings to words as they are used in a given context as well as to introduce unknown words or concepts.

- Students Read: A purpose is agreed upon by the student and teacher.

- Followup Activities: This step is directed by the teacher and can be done by an individual or with a group of students. The activities involves both paraphrasing and application.

THE RESEARCH

Although N. L. Gage and associates (1976) did not use the titles "SQ3R" or "DRA," the experiment conducted for the Stanford Center for Research and Development in Teaching did consider teacher structuring as defined below:

- In High Structuring, the Teacher:
  - Reviews
  - States objectives
  - Outlines the lessons
  - Signals transitions
  - Indicates important points
  - Summarizes

- In Low Structuring, the Teacher:
  - Omits all of the above teacher behaviors

The Stanford study trained teachers to use both high and low structuring and provided a partial script for a two-week unit on ecology. This script was taught to sixteen classes of sixth-grade public school students.

Classroom observations confirmed teacher's ability to vary teaching style to use high or low structuring. Analyses of covariance were performed with pretests as the covariant. The tight control exercised in this experiment as well as the method of data analysis gives weight to the finding that high structuring is more effective for student comprehension than low structuring.

Furthermore, the beneficial effect of high structuring was more pronounced after a three-week interval. In other words, students forgot less when originally assisted in establishing objectives, recognizing important points and organizing content.

IN CONCLUSION

Educators might wish for simple infallible answers to the problems of student comprehension, but ours is a complex, complicated profession with few exact answers. The research currently available suggests consistent use of SQ3R or a similar structuring procedure will improve student comprehension.

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REFERENCE SHEET

for

Knowledge Base of R&D Outcomes in Reading

Program Title	Target Audience	Placement Section
Alphaphonics	Preschool Kindergarten Primary	Preschool
The SWRL/Ginn Beginning Reading Program	Kindergarten Grade 1	Primary
Project Catch-Up	Kindergarten-Grade 6 Below grade level in reading and/or math	Primary
Glassboro Right to Read	Kindergarten-Grade 6	Intermediate
Systems Approach to Individualized Instruction (SAII)/Also called Manzanita	Kindergarten-Grade 6	Intermediate
Learning to Read by Reading	All students below grade level Nonreaders in Grades 4-12 Adults	Primary
Minicourse 18: Teaching Reading as Decoding	Teachers of beginning and remedial reading up to Grade 6	Primary
PEGASUS/PACE	Kindergarten-Junior High	Intermediate
Pre-Reading Skills Program	Kindergarten Primary students needing pre-reading skill instruction	Preschool
Wisconsin Design for Reading Skill Development (WDRSD): Word Attack	Teachers of Grades 1-3 All students below grade level	Primary

Program Title	Target Audience	Placement Section
Wisconsin Design for Reading Skill Development (WDRSD): Study Skills	Teachers and students Kindergarten-Junior High	Intermediate
Wisconsin Design for Reading Skill Development (WDRSD): Self-Directed, Interpretive and Creative Reading	Teachers and students Kindergarten-Junior High	Intermediate
HEP/Project ALOHA	Kindergarten-Grade 6	Intermediate
INSTRUCT (Instructional System for Teaching Reading Using Continuous Progress Technology)	Kindergarten-Grade 3	Primary
South Douglas County Early Childhood Education Program	Preschool children 3-5 years old Parents	Preschool
Criterion Reading Instructional Project (CRIP)	Educationally disadvantaged children, Preschool-Grade 3 Parents	Primary
Project Learning Disabilities	Kindergarten-Grade 2 Parents	Primary
SWRL/Ginn Communication Skills Program	Kindergarten-Grade 4	Primary
Strategies in Early Childhood Education	Teachers of Kindergarten-Grade 2	Primary
Santa Clara Inventory of Developmental Tasks/Santa Clara Plus	Teachers of Kindergarten-Grade 2	Primary
Early Prevention of School Failure	Preschool Kindergarten Parents	Preschool
Parent Readiness Education Project (PREP)	Preschool High School Tutors Parents	Preschool
Home Start	Preschool children 2-6 years old Parents	Preschool

Program Title	Target Audience	Placement Section
Intensive Reading Improvement Program (IRIP)	Teachers of Kindergarten-Grade 8	Intermediate
Systematic Approach to Reading Improvement (SARI)	Kindergarten-Grade 8	Intermediate
Classroom Intervention	Elementary Students	Primary
Conquest	Grades 2-6 First grade repeaters	Primary
Early Childhood Preventive Curriculum	Grade 1 Older Primary students with reading difficulty	Primary
Functional Reading for Maryland	Grades 1-12	Junior High
Exemplary Center for Reading Instruction (ECRI)	Elementary and Secondary Teachers	Intermediate
Help One Student to Succeed (HOSTS)	Kindergarten-Adults Community members Parents	Senior High
A Positive Reinforcement System for Middle School Students/ Project Success	Elementary Middle School	Intermediate
Primary Individualized Reading Program (PRIMIR)	Teachers of Grades 1-3 and their students	Primary
Programmed Tutorial Reading (PTR)	Grades 1-6	Primary
Title I Corrective Reading/ Wichita, Kansas	Low achieving readers Teacher referrals of students in Grades 2-6	Primary
Utah System Approach to Individualized Learning (U-SAIL)	Grades 1-6	Intermediate
Newspaper in Education (NIE)	Grades 1-12	Senior High
High Intensity Tutoring (HIT)	Low achieving readers in Grades 6 and 7	Intermediate
The P.K. Yonge Developmental, Individualized Reading Laboratory	Grades 6-12	Senior High

Program Title	Target Audience	Placement Section
Futureprint	Grades 7-8	Junior High
Reading Power for Madison Students (RPMS)	Grade 9 (model being adopted at other levels)	Junior High
Right to Read (San Diego)	Teachers of Intermediate, Junior High and Senior High students	Intermediate
Columbia River Developmental Reading Program for Secondary Students	Grades 6-12 Reading Teachers	Senior High
Project R-3	Junior High	Junior High
Secondary Reading Lab	Junior High Senior High	Senior High
Communication Skills Improvement Center	Junior High	Junior High
Norris Junior High School Reading/English Rotation Project	Junior High	Junior High
Upstairs School	Senior High	Senior High
High School Peer Tutoring (Homework Helpers) Program	High School High School or College Tutors	Senior High

Program Title	Target Audience	Placement Section
Learning to Read Through the Arts Program	Elementary High School	Senior High
All Day Kindergarten (ADK)	Kindergarten	Preschool
Matteson Four-Dimensional Reading Project (4-D)	Grades 4-8	Intermediate
Systems Directed Reading (SDR)	Kindergarten-Grade 5	Primary
Project Success--Handicapped Component	Kindergarten-Grade 6	Primary
Child-Parent Centers	Educationally disadvantaged children, Preschool-Grade 3	Preschool
Project Success--Enrichment Component	Gifted and talented students; Grades 4-6	Intermediate
Intensive Reading Instructional Teams (IRIT)	Grades 3-4	Primary
Project Home Base	Children 8 months to 8 years old; parents	Preschool
Systematic Progress in Reading and Literature (SPIRAL)	Low achieving readers Grades 4-6	Intermediate

PRODUCT

All Day Kindergarten (ADK)

DEVELOPER

Cincinnati Public Schools
Cincinnati, Ohio

Descriptors

- Educational Programs
- Kindergarten
- Learning Readiness
- Reading Readiness
- Parent Participation
- Teacher Aides
- Educationally Disadvantaged

Overview

This program aims to strengthen the perceptual and auditory skills of young children, improve their language development, and develop the potential of the family to motivate children's learning. Teachers complete skills observation checklists for each child. Data from this and other testing are used to group students for work on language and concept development.

Target Audience

Kindergarten children.

Rationale & General Objectives

The basic purpose of the program is to help all participating children develop the abilities needed for success in grade one and to provide academic learning readiness activities. The program's goals are to develop desirable social skills, promote good physical and mental health, and develop positive self-concepts. These goals are pursued through attention to individual needs, provision of extra help when needed, and involving parents in the educational and social needs of their children.

Implementation Requirements

The program is organized so that each teacher has an instructional aide. Class size needs to be small (20-25) students. Parental involvement is an integral part of the program. Children are screened prior to admittance. Inservice meetings are conducted each month with teachers and aides participating together. Administrators need to provide release time for planning, inservice activities, parent conferences, and home visits.

Services Available

Teacher and aide training are ongoing program components.

Approval

Joint Dissemination Review Panel (1974)
Northwest Reading Consortium (1977)

Materials/Costs

The basic program provides for use of the Sullivan Readiness for Language Arts program and First School Experiences, a curriculum guide developed by the project. A list of suggested materials and curriculum guides is included.

The program extends regular half-day sessions to a full day utilizing Title I funds for the second half. Major startup cost is for materials. Districts implementing the program generally provide $375 per classroom for materials and $125 for trips for the first year. Annual maintenance cost is $300 per classroom.

Evaluation (Evidence of Effectiveness)

As evidenced by the following results from the Boehm Test of Basic Concepts, the All Day Kindergarten appears to have positive impact on student's reading readiness.

	Sept.'76	Feb.'77
Average Student Score	13.5	32.3
Percentile Equivalent	10th	70th
Normal Curve Equivalent	23	61

These gains exceeded those made by students in the half-day kindergarten program.

Assurances & Claims

The primary advantage enjoyed by ADK is that more time is available for extended learning experiences.

Contact

Mrs. Jane F. Pope
Project Coordinator, ECE
All Day Kindergarten
230 East 9th Street
Cincinnati, Ohio 45202
(513)369-4000

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	
Decoding	
Language Usage	
Listening	●
Phonics	
Speaking	●
Speed	
Spelling	
Structural Analysis	
Word Recognition	●
Writing	

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	
Science	
Social Studies	
Physical Education	
Vocational Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	
Centers	
Continuous Progress	
Corrective Reading	
Cross-Age Teaching	
Diagnostic/Prescriptive	●
Directed Teaching	
Exploratory Reading	
Gaming Simulation	●
Group Instruction	●
Individualized	●
Laboratories	
Parent Participation	●
Student Motivation	
Team Teaching	
Tutors	

SPECIALIZED PROGRAMS	
Staff Development	●
Management System	
Tests and Assessment	●

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Alphaphonics

DEVELOPER

South San Francisco Unified School District
San Francisco, California

Descriptors
- Reading Programs
- Early Childhood Education
- Bilingual Students
- Decoding (Reading)
- Parent Participation
- Inservice Teacher Education
- Beginning Reading

Overview

Alphaphonics provides total reading readiness experiences: language development, listening, thinking, concepts and other readiness skills. Children name, sound, find, trace and write letters of the alphabet in sequence. Review is emphasized. Repetition is made interesting by Astro, an imaginary friend from outer space. The children begin reading as they continue the lessons. The program requires 35-40 minutes daily.

Target Audience

Preschoolers, kindergarten and primary students.

Rationale & General Objectives

The program is based on the expectations that children will succeed in learning when taught with methods which include positive reinforcement, tangible rewards and personal contact. Children receive training in a variety of reading readiness skills, including writing, listening, concept formation, visual closure, etc. The major program goal is to increase reading achievement in the first grade by introducing preschool and kindergarten students to letter sounds and decoding skills through an organized phonetics system. Other goals are the development of children's self-understanding and self-confidence.

Implementation Requirements

This program may be implemented without special staff. Although training is highly recommended, teachers can initiate the program by carefully studying the manual and then receive training after the program has been in use. No facilities are required except the regular classroom.

Services Available

Training for program implementation is available.

Approval

USOE Dissemination Review Panel (1974)
Right to Read (1974)
Northwest Reading Consortium (1976)

Materials/Costs

Alphaphonics (manual, worksheets, Astro's bag)--$32.94
Alphaphonics One to One--$2.08
Astro Doll (Optional)--$29.95
Training Materials--$2.00

Different program materials are available from different sources. Contact the project for complete price and sources listings.

Evaluation (Evidence of Effectiveness)

Alphaphonics students scored significantly higher (by one standard deviation) than control students on standardized reading readiness and achievement tests. The advantage gained from the program appeared to carry over through grades 1, 2 and 3.

Assurances & Claims

The program has been used successfully with a wide cross-section of income levels. Bilingual children also use the program with great success.

Contact

Gretchen Ross, Project Director
Alphaphonics
Ponderosa School
295 Ponderosa Road
South San Francisco, California 94080
(415) 588-8082

INSTRUCTIONAL PROBLEM AREAS	Comprehension	
	Decoding	●
	Language Usage	
	Listening	●
	Phonics	●
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	●

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	●
	Centers	
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	
	Directed Teaching	●
	Exploratory Reading	
	Gaming/Simulation	
	Group Instruction	●
	Individualized	●
	Laboratories	
	Parent Participation	●
	Student Motivation	●
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	
	Management System	
	Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Child-Parent Centers

DEVELOPER

Board of Education
Chicago, Illinois

Descriptors

Reading Programs
Early Childhood Education
Primary Grades
Reading Readiness
Reading Centers
Parent Participation
Educationally Disadvantaged

Overview

The 25 Child-Parent Centers provide an individualized, highly structured instruction program for young children. Support services are provided by health care personnel, social workers, counselors, therapists and parents with a heavy reliance on parent involvement. The main focus of the program is to enable young children to accelerate reading readiness and achieve academic success.

Target Audience

Educationally disadvantaged children from low-income families, preschool-grade 3; parents.

Rationale & General Objectives

The program is based on the belief that children, especially the disadvantaged, will perform better academically if they receive early assistance from their parents and from members of various helping professions, as well as from teachers. The program seeks to promote reading readiness, student motivation and an educational partnership among parent, child and teacher.

Implementation Requirements

To replicate the program, several specific components are required: early intervention (at 2 years, 9 months); parent involvement; a structured, language basic skills development program; continuity of programmatic approach; utilization of program philosophy, staffing patterns and physical facility layout; individualized instruction; health and nutrition services and social services. Each center determines its own management system and diagnostic testing. Each center must participate in the overall formal evaluation.

Services Available

Approval

Joint Dissemination Review Panel (1976)
Northwest Reading Consortium (1977)

Materials/Costs

The centers use materials locally selected. Programs currently in use are the Peabody Language Kit, Encyclopedia Britanica Language Experience Program and Distar Reading and Language Program. Some materials are developed locally.

Startup costs:
$100 per student for materials
cost of furniture and equipment to accommodate 100-180 students (separate facilities recommended)
Continuation costs:
$13 per student for materials

Evaluation (Evidence of Effectiveness)

Readiness scores on the Tests of Basic Experiences given at the end of the kindergarten year indicated that 82% of the Child-Parent Center students were ready to read. In addition, longitudinal studies revealed that program students continued to achieve one year growth for each instructional year through fourth grade, with a decrease to 7 or 8 months per year in fifth grade.

Assurances & Claims

The Child-Parent Centers activity was selected in 1974 by the Right to Read office as one of the 12 outstanding reading programs now in use in American schools. The activity has been designated as a Developer/Demonstrator Project.

Contact

Mrs. Velma Thomas, Director
Early Childhood Programs
Room 1150
228 North LaSalle Street
Chicago, Illinois 60601
(312)641-4141

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	
Decoding	●
Language Usage	●
Listening	●
Phonics	
Speaking	●
Speed	
Spelling	
Structural Analysis	
Word Recognition	●
Writing	

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	
Science	
Social Studies	
Physical Education	
Vocational Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	
Centers	●
Continuous Progress	●
Corrective Reading	
Cross-Age Teaching	
Diagnostic Prescriptive	
Directed Teaching	
Exploratory Reading	
Gaming Simulation	●
Group Instruction	●
Individualized	●
Laboratories	
Parent Participation	●
Student Motivation	●
Team Teaching	
Tutors	

SPECIALIZED PROGRAMS	
Staff Development	
Management System	
Tests and Assessment	●

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Early Prevention of School Failure

DEVELOPER

Early Prevention of School Failure (Title III ESEA Project)
Peotone, Illinois

Descriptors Educational Programs
Early Childhood Education
Reading Readiness Tests
Parent Participation
Learning Disabilities
Bilingual Students
Diagnostic Teaching

Overview

This program is designed to prevent school failure by conducting screening procedures and providing needed services to preschool and kindergarten children with learning problems. Teachers receive training in screening procedures for all basic skill areas. Depending on individual need, children receive instruction in speech and language skills, audition, motor skills and emotional-social development.

Target Audience

Preschool and kindergarten children, teachers and parents.

Rationale & General Objectives

The program is based on the belief that early identification and remediation of learning problems is both possible and far preferable to later remedial work. Objectives are to:

- screen all children ages 4-6 in order to identify their learning styles and identify those children with potential learning problems
- provide teachers and parents with skills necessary to promote successful learning experiences for all children
- provide special services for children identified as having learning problems.

Implementation Requirements

Each adopting school district involves at least 4 persons--regular teachers, a parent, an administrator, a special education teacher or psychologist--in a 3-day leadership training workshop. The program is then implemented by regular classroom teachers with the aid of special staff. No special facilities or equipment are required. Instructors provide individual or small group activities daily. A one-day followup workshop is conducted during the school year.

Services Available

Training for school district staff and parents is included in the program.

Approval

USOE Dissemination Review Panel
Northwest Reading Consortium (1976)
Recipient of the Pacesetter Award

Materials/Costs

Schools may purchase the following materials in English or Spanish:
Kindergarten Screening Manual
Portable Resource Kit Guide
Building Readiness through Perceptual Skills
Developmental Materials for Learning Center Guide
Recipes for Homemade Teaching Materials
In Touch with Parents Training Folder
Leadership Training Filmstrips, Tape and Guide
Aprendamos Juntos (Let's Learn Together)
Staff Development Screening Kit
Resource Index Guide
A Management System for Individualization and Skill Development

Total estimated cost per child is $31.75.

Evaluation (Evidence of Effectiveness)

Results from the Preschool Language Scale Peabody Picture Vocabulary Test and Developmental Test of Visual-Motor Integration provided evidence that generally: 1) students in the Early Prevention of School Failure Program averaged more than a 1 month gain for each month spent in the program and 2) students in the program adopter districts averaged greater gains than students in districts not participating in the program (control).

Assurances & Claims

The program has been used successfully in 236 districts in 32 states and appears to be easily replicable.

Contact

Mrs. Luceille Werner
Director of Projects
114 N. Second Street
Peotone, Illinois 60468
(312)258-3476

INSTRUCTIONAL PROBLEM AREAS	Comprehension	
	Decoding	
	Language Usage	●
	Listening	
	Phonics	
	Speaking	●
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	●
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming/ Simulation	
	Group Instruction	●
	Individualized	●
	Laboratories	
	Parent Participation	●
	Student Motivation	
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	
	Tests and Assessment	

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READING

PRODUCT Home Start **DEVELOPER** Waterloo Community School District Waterloo, Iowa	**Descriptors** Reading Programs Reading Readiness Early Childhood Education Diagnostic Teaching Parent Participation Home Instruction Individualized Instruction

Overview

This is a basic readiness program for the very young preschool child within the home. It is designed to show the parents how specific skills can be developed before a child enters a formal school program. Home Start promotes learning through parent-child interaction and play activities. The time required for training sessions is 2-5 days. There are no specific time requirements for the program activities themselves.

Target Audience

Preschool children, ages 2-6, and their parents.

Rationale & General Objectives

The program is based on the belief that early educational intervention can have a productive effect on the development of a child's intellectual and motivational patterns. Program goals are to:

- facilitate children's preschool development so they are ready for successful classroom learning.
- enable parents to become more effective teachers of their preschool children.

Implementation Requirements

This project is designed to screen preschool children and provide early intervention in areas where the child needs help. Preschool children are given the Iowa Test of Preschool Development which tests for language, motor development, memory and concepts in 11 skill areas. Based on test results, teachers and home workers select materials and prescribe learning activities to reinforce particular skill areas. The home-based component provides weekly home visits with the parents of 2-and 3-year-olds. Educational toys are brought to the home and parents are encouraged to watch and understand their children's play.

Services Available

Parents receive training and project staff make home visitations.

Approval

USOE Dissemination Review Panel (1975)
Joint Dissemination Review Panel
Northwest Reading Consortium (1977)

Materials/Costs

These are selected on the basis of needs identified by the Iowa Test of Preschool Development.

Depending on available staff and facilities, costs vary from $268-$670 per pupil.

Evaluation (Evidence of Effectiveness)

Results from the Iowa Test of Preschool Development revealed that the Home Start Program for 2- and 3-year-olds had a positive effect on student growth. When students were retested in Grade 3 using the Iowa Test of Basic Skills, Home Start students scored statistically significantly higher than their non-Home Start siblings on total Language.

Assurances & Claims

The program has been replicated in 6 districts throughout the country and appears to be applicable in most districts. The materials used are free of cultural, ethnic and sex bias.

Contact

Lyn Riggs, Director
Waterloo Community School District
6028 Kimball
Waterloo, Iowa 50701
(319)233-8491

INSTRUCTIONAL PROBLEM AREAS	Comprehension	
	Decoding	
	Language Usage	●
	Listening	●
	Phonics	
	Speaking	●
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	●
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	●
	Centers	
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming/ Simulation	●
	Group Instruction	
	Individualized	●
	Laboratories	
	Parent Participation	●
	Student Motivation	
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	
	Management System	
	Tests and Assessment	

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PRODUCT

Parent Readiness Education Project (PREP)

DEVELOPER

Redford Union School District
Detroit, Michigan

Descriptors

Reading Programs
Early Childhood Education
Ability Identification
Home Instruction
Cross Age Teaching
Parenthood Education
Reading Readiness

Overview

PREP is a program of identification and intervention for preschoolers with potential learning problems. The program emphasizes expressive language, visual and auditory skills, gross and fine muscle coordination and development of positive self-concepts. Parents observe classroom activities and receive training for administering the home program. High school students work one-to-one with preschoolers under the teacher's supervision.

Target Audience

Preschool children, high school students and parents.

Rationale & General Objectives

The program was developed in response to the belief that parents, high schoolers and preschoolers can benefit greatly by working together. Its major purposes are to:

- promote future academic achievement of preschoolers
- prepare high school students for future roles as parents by working with preschoolers
- involve parents in the education of their children.

Implementation Requirements

Adopting districts must demonstrate commitment to use of the PREP model in such areas as screening procedures, staffing patterns, facilities data gathering and parent involvement.

Services Available

The PREP staff hosts on-site visits, conducts training for implementation and provides follow-up assistance.

Approval

Joint Dissemination Review Panel
Northwest Reading Consortium (1977)

Materials/Costs

PREP Manual
Various sections of PREP Manual may also be purchased as individual packages.

In addition to staff salaries for 2 part-time teachers and secretarial assistance, equipping a classroom at under $2,000, preparing an observation room at $1,500 and materials and supplies at $2,000 are the program costs. PREP Handbooks are $25 each; transportation costs will vary.

Evaluation (Evidence of Effectiveness)

At the end of the kindergarten year, gains made by PREP students were statistically significantly greater than gains made by nonparticipating students (control), as measured by the Caldwell Comparative Preschool Inventory. PREP also reduced the influence of socio-economic factors on school readiness achievement.

Assurances & Claims

Recipient of Pacesetter in Education Award and designated as a Developer/Demonstrator Project for USOE.

Contact

Diane K. Bert, Ph.D.
Project Director
Parent Readiness Education Project
Redford Union School District #1
18499 Beech Daly Road
Detroit, Michigan 48240
(313)535-2000 x201

INSTRUCTIONAL PROBLEM AREAS	Comprehension	
	Decoding	
	Language Usage	●
	Listening	●
	Phonics	
	Speaking	●
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	●
	Diagnostic/Prescriptive	
	Directed Teaching	
	Exploratory Reading	
	Gaming/Simulation	
	Group Instruction	
	Individualized	●
	Laboratories	
	Parent Participation	●
	Student Motivation	
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	
	Management System	
	Tests and Assessment	

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Portland, Oregon 97204

PRODUCT

Pre-Reading Skills Program (PRS)

DEVELOPER

Wisconsin R&D Center for Cognitive Learning
Madison, Wisconsin

Descriptors
Reading Programs
Early Childhood Education
Individualized Instruction
Prereading Experience
Management System
Vocabulary Development
Student Motivation

Overview

The program is designed to prevent reading failure by preparing children for reading while they are still in kindergarten. PRS is a self-contained instructional system. Each activity is keyed to a card which describes the purpose, group size, materials and procedure for doing the activity. Each child moves through the program at his/her own pace, based on the results of a diagnostic test.

Target Audience

Kindergarten. Also older and younger children who need instruction in prereading skills.

Rationale & General Objectives

The development of the PRS program was stimulated by the recognition that many children are inadequately prepared for formal reading instruction. It is also based on the conviction that, with proper preparation, a significant number of reading failures can be avoided. The program is designed to:

- teach children prereading skills
- accustom children to a reading environment so that they feel comfortable with reading instruction
- acquaint children with vocabulary used in beginning reading instruction and a variety of books/stories
- ensure a positive attitude

Implementation Requirements

PRS can be implemented using only the information in the teacher's materials.

Services Available

A preservice workshop and inservice course (3 credits) are offered.

Approval

Northwest Reading Consortium (1976)

Materials/Costs

PRS Kit, including
- Teacher's guide folders
- Schedule book
- Teacher's resource file
- Assessment materials
- Management system
- Games and manipulatives (for 60 children)

Cost of PRS Kit is $445 for 60 children. Replacement cost of consumable materials is $55 for 60 children.

Evaluation (Evidence of Effectiveness)

PRS had a substantial positive effect on children's prereading skill achievement. Children using PRS scored significantly higher than nonusers on both program and standardized tests. A retention study revealed that students retained skill mastery over the summer before entering Grade 1. Moreover, in one study first graders who had PRS in kindergarten scored 7 months higher in reading at the end of first grade than did non-PRS first graders.

Assurances & Claims

This program is free of racial, sexual and other biases. The developmental staff for PRS included experienced kindergarten teachers and specialists in early childhood education, linguistics, reading and developmental psychology.

Contact

Information Office
Wisconsin R&D Center for
Cognitive Learning
The University of Wisconsin
1025 W. Johnson Street
Madison, Wisconsin 53706
(608) 236-4200

OR

Warren Burns
Encyclopedia Britannica Educational Corp.
425 N. Michigan Avenue
Chicago, Illinois 60601

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	
Decoding	●
Language Usage	●
Listening	●
Phonics	●
Speaking	
Speed	
Spelling	
Structural Analysis	●
Word Recognition	●
Writing	

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	
Science	
Social Studies	
Physical Education	
Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	
Centers	
Continuous Progress	●
Corrective Reading	
Cross-Age Teaching	
Diagnostic/Prescriptive	●
Directed Teaching	●
Exploratory Reading	
Gaming Simulation	●
Group Instruction	
Individualized	●
Laboratories	
Parent Participation	●
Student Motivation	●
Team Teaching	
Tutors	

SPECIALIZED PROGRAMS	
Staff Development	●
Management System	●
Tests and Assessment	●

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Project Home Base

DEVELOPER

Yakima School District
Yakima, Washington

Descriptors Educational Programs
Learning Readiness
Early Childhood Education
Parent Participation
Games
Individualized Instruction
Home Programs

Overview

Project Home Base promotes learning readiness in young children by providing guidelines and materials for parents to use in the home setting with their own children. A paraprofessional parent educator makes weekly home visits and presents the parent with tasks selected to meet the child's developmental needs. Parents also receive information on child development, health care, etc.

Target Audience

Children 8 months to 8 years old and their parents.

Rationale & General Objectives

The project is founded on the belief that the parent can be an effective teacher. The major goal is to produce better prepared learners by offering structured home experiences and general information for use by parents with their young children. Another goal is to teach parents how to identify and respond to the developmental needs of their children in the areas of language, perceptual growth and basic intellectual skills.

Implementation Requirements

The basic components of project adoption are a training workshop, home visits, instruction by parents, evaluation and follow-up contact. A letter of intent is required. The Application for Adoption form gives the details of replication of Home Base.

Services Available

Three-day trainings are given for paraprofessional parent educators at the project site.

Approval

Northwest Reading Consortium (1977)

Materials/Costs

The materials used to carry out the home task assignments are common household objects which should not impose any financial burden on participating families.

The program cost is $160 per child for 250 children, most of which is for salaries for project staff. Operation costs are reduced if the program is attached to an existing office with duplicating equipment, etc.

Evaluation (Evidence of Effectiveness)

A comparison of results from the Preschool Inventory revealed that Home Base children entering Head Start scored statistically significantly higher than non-Home Base children entering Head Start. In addition, the following project objectives were achieved:

1) Home Base children completed 92.5% of the tasks taught by parents.
2) Home Base parents increased their use of desirable teaching behaviors.

Assurances & Claims

Since its inception, project goals have been met consistently. Program strategies are easily exportable and are designed to promote social fairness.

Contact

Carol Jackson, Director
Project Home Base
Yakima School District
104 N. 4th Avenue
Yakima, Washington 98902
(509)575-3293

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	
Decoding	
Language Usage	●
Listening	●
Phonics	
Speaking	●
Speed	
Spelling	
Structural Analysis	
Word Recognition	
Writing	

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	
Science	
Social Studies	
Physical Education	●
Vocational/Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	
Centers	
Continuous Progress	●
Corrective Reading	
Cross-Age Teaching	
Diagnostic/Prescriptive	
Directed Teaching	
Exploratory Reading	
Gaming/Simulation	●
Group Instruction	
Individualized	●
Laboratories	
Parent Participation	●
Student Motivation	
Team Teaching	
Tutors	

SPECIALIZED PROGRAMS	
Staff Development	
Management System	
Tests and Assessment	

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[illegible] S.W. Second Avenue
Portland, Oregon [illegible]

PRODUCT

South Douglas County Early Childhood Education Program

DEVELOPER

South Umpqua School District
Myrtle Creek, Oregon

Descriptors

Reading Programs
Reading Readiness
Early Childhood Education
Home Instruction
Community Involvement
Reading Games
Parent Participation

Overview

The project is designed to inspire parents to become partners in the education process of their own young children. Supported by periodic assistance from community coordinators, parents instruct their own children in the home. Periodic group instruction at a central location ("reading parties") accompanies the home instruction program. The rate at which a child moves through program activities depends on individual skill needs.

Target Audience

Children 3-5 years old and their parents.

Rationale & General Objectives

Since research has established that learning in the first 6 years of life, occurring mainly with the family in the home setting, has a marked effect on success throughout life, quality early learning experiences greatly improve a child's chances for success in school and adult life. In response to a formal needs assessment showing that one-third to one-half of first, second and third graders in the area were performing in the bottom quartile in basic language and mathematics skill areas, the program was created to increase the cognitive, affective and psychomotor performance of entering first graders and to involve parents in the instructional process.

Implementation Requirements

Community coordinators orient and support participating families in several ways, including:

- initial explanation of program purpose and procedures to parents in their homes
- biweekly explanation of program parts to parents in their homes
- modeling of instructional procedures
- biweekly evaluation of progress with parents
- screening for potential handicapping conditions
- observation and evaluation of children in group situations

Services Available

Community coordinators provide services to parents and children.

Approval

Joint Dissemination Review Panel
Northwest Reading Consortium (1977)

Materials/Costs

Complete curricula for children at the three preschool levels (3, 4 and 5-year-olds)

- includes 15 field-tested lessons and a summer packet at three levels of skill proficiency in 10 streams (alphabet, reading readiness, etc.)
- over 300 games, books and educational activities for participating families
- Resource Kits in selected learning areas are being field tested.

Materials--the South Douglas County materials cost about $28 per child per year. Program Costs--for Home Base Option I - $190/year; for Home Base Option II - $310/year.

Evaluation (Evidence of Effectiveness)

While 70 percent of the five-year-old children who had participated in the program for three years and one summer session achieved the criterion, only 28 percent of the five-year-olds not in the program (benchmark or control) achieved the criterion. This difference was statistically significant. Criterion was defined as mastery of 90% or more of the program's 38 instructional objectives.

Assurances & Claims

The effectiveness of the program has been demonstrated through higher achievement of participating children on a normative-referenced test of reading readiness upon entering first grade, as compared with nonparticipants entering grade 1.

Contact

John Hunter, Title I Director
South Umpqua Schools
P.O. Box 649
Myrtle Creek, Oregon 97457
(503)863-3175

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	
Decoding	
Language Usage	●
Listening	
Phonics	
Speaking	
Speed	
Spelling	
Structural Analysis	
Word Recognition	
Writing	

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	●
Science	
Social Studies	
Physical Education	
Vocational/Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	
Centers	
Continuous Progress	
Corrective Reading	
Cross-Age Teaching	
Diagnostic/Prescriptive	
Directed Teaching	
Exploratory Reading	
Gaming, Simulation	●
Group Instruction	
Individualized	
Laboratories	
Parent Participation	●
Student Motivation	
Team Teaching	
Tutors	

SPECIALIZED PROGRAMS	
Staff Development	
Management System	
Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
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PRODUCT
Classroom Intervention

DEVELOPER
Seattle Public Schools
Seattle, Washington

Descriptors
Reading Programs
Elementary Grades
Retarded Readers
Individualized Instruction
Reading Skills
Diagnostic Teaching
Learning Centers

Overview

The program is an individualized basic skills reading project. Existing curricular materials are adapted to a contract format to allow each student to move individually through a reading skills sequence at his/her own pace. He/she must, however, reach mastery.

Target Audience

Elementary school students.

Rationale & General Objectives

This project is a management system for individualizing the use of existing curriculum based on a mastery of skills philosophy. Project goals are:

- to accelerate the reading growth of inner-city children as quickly and efficiently as possible
- to increase reading achievement levels to that of nationwide achievement averages

Implementation Requirements

Intervention Center classrooms should be set up to provide supplementary reading services which are related to each student's regular reading program. The project requires a half-time director.

Services Available

On-site project visitations, inservice workshops and consultation.

Approval

Washington State Intermediate Education
District Evaluation Process
USOE Dissemination Review Panel
Northwest Reading Consortium (1976)

Materials/Costs

Complements:
Ginn 360 and 720
Lippincott (1969 and 1975)
Houghton-Mifflin (1976)
Holt, Rinehart & Winston (1974)
Macmillan (1975)

The average startup cost is approximately $11.03 per student, while the average maintenance cost is approximately $5.00 per student.

Evaluation (Evidence of Effectiveness)

The implementation of the Basic Skills individualized reading procedure resulted in an average gain of 1.29 grade equivalents, while control students gained only a .5 grade equivalent. The inner-city pilot groups average gain even exceeded the national average of 1.00 gain. The program also surpassed its goal of a .8 year growth gain in reading for its EMR and LLD students.

Assurances & Claims

Students in the program have averaged more than a year's growth in a year's time for three consecutive years, more than doubling the reading growth of their peers.

Contact

Dr. Wayne E. Foley OR Dr. Robert Hamilton
Bailey Gatzert Elementary School
615 12th Avenue South
Seattle, Washington 98144
(206) 587-6371

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	●
Decoding	
Language Usage	
Listening	
Phonics	
Speaking	
Speed	
Spelling	
Structural Analysis	
Word Recognition	
Writing	

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	
Science	
Social Studies	
Physical Education	
Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	
Centers	●
Continuous Progress	●
Corrective Reading	●
Cross-Age Teaching	
Diagnostic/Prescriptive	
Directed Teaching	
Exploratory Reading	
Gaming Simulation	
Group Instruction	
Individualized	●
Laboratories	
Parent Participation	
Student Motivation	
Team Teaching	
Tutors	

SPECIALIZED PROGRAMS	
Staff Development	
Management System	●
Tests and Assessment	

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710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Conquest

DEVELOPER

East St. Louis School District
East St. Louis, Illinois

Descriptors

Reading Programs
Elementary Grades
Reading Centers
Continuous Progress Plan
Inservice Teacher Education
Diagnostic Teaching
Individualized Instruction

Overview

Conquest, a clinical approach to reading, intensively diagnoses a child's problem through a 17-step diagnostic procedure and prescribes an individualized structured learning program to be followed by the child throughout the year. The program requires 45 minutes daily for the full school year.

Target Audience

First grade repeaters and students in grades 2-6.

Rationale & General Objectives

Conquest is designed to:

- help students perform closer to their reading potential
- promote self-confidence and the ability to participate readily in reading activities

Implementation Requirements

Teacher receives two weeks of extensive training in remediation, testing and related areas, then works individually with six children 4½ days per week. Well-equipped rooms with 12-16 individual carrels are necessary. For adopters 2-3 days training are conducted at the Conquest Resource Center.

Services Available

Inservice training is required prior to implementation.

Approval

USOE Dissemination Review Panel
Project Information Packages
Northwest Reading Consortium (1976)

Materials/Costs

Evaluation Manual
Project Management Directory
Training Manual
Project Management Calendar
Counselor's Manual
Nurse's Manual
Materials/Equipment Catalog
Project Orientation Materials
Practical Guide to Measuring Project Impact on Student Achievement

Initial cost for equipping one reading clinic - $5,000. Cost is about $400 per pupil after startup.

Evaluation (Evidence of Effectiveness)

Results from the Gates-MacGinitie Test (grades 1-3) and the California Achievement Test (grades 4-6) verified that Conquest students scored significantly higher on reading skills than students not in the program (control).

Assurances & Claims

Based on achievement gains, this program is one of the best projects nationally for underachieving students.

Contact

Mrs. Bettye Spanon
1005 State
East St. Louis, Illinois 62201

OR

Nick LeCuyer, Director
Northwest PIP Diffusion Project
Yakima School District
104 N. Fourth Avenue
Yakima, Washington 98902
(509)575-3439

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	
	Language Usage	
	Listening	●
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	●
	Continuous Progress	●
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	
	Individualized	●
	Laboratories	
	Parent Participation	
	Student Motivation	
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	●
	Tests and Assessment	●

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Criterion Reading Instructional Project (CRIP)

DEVELOPER

Linden ESEA Title I Program
Linden, New Jersey

Descriptors

- Reading Programs
- Early Childhood Education
- Parent Participation
- Language Development
- Individualized Instruction
- Learning Centers
- Educationally Disadvantaged

Overview

At each age level the program prepares children in the affective, psychomotor and cognitive learning areas. It is a total language development program emphasizing listening, speaking, reading, writing, sensory development and building of positive self-concepts. Small group or individualized instruction techniques are used after initial assessment in open classroom situations. The time required is 3-5 sessions per week.

Target Audience

Educationally disadvantaged children (prekindergarten through Grade 3) and parents.

Rationale & General Objectives

Employing the program motto, "You'll never learn any younger," the program is based on the idea that future successes are dependent on the quantity and quality of individualized learning experiences at the earliest possible age. Offering such experiences to the educationally disadvantaged is especially important in preventing future school failures. Program goals are to:

- promote success in school and future life through comprehensive, individualized learning experiences
- involve parents through information sharing and conferencing

Implementation Requirements

The program is implemented by classroom teachers under the direction of a full-time coordinator who manages inservice training, monitors classroom activities, arranges for the distribution of materials, manages cultural enrichment activities (e.g., field trips) and prepares annual reports. A learning center resource room(s) is essential for individual and small group instruction, and home-school aides are required to carry out parent involvement activities. Inservice workshops are conducted for both staff members and parents.

Services Available

Approval

Joint Dissemination Review Panel
Northwest Reading Consortium (1977)

Materials/Costs

- Language Development Kits
- Individualized Phonics Kits
- Educational Games
- Developmental Workbooks
- Prepared and teacher-made tapes and cassettes
- Filmstrips
- 8mm cartridge films
- Phonograph records
- Flash Cards
- Overhead visuals
- Plus equipment: language master, controlled reader, 8mm technicolor projector, primary typewriter, cassette and tape recorders, 16mm sound projector

Approximately $763 per student (based on FY 1976).

Evaluation (Evidence of Effectiveness)

According to results from the ABC Inventory, CRIP kindergarten students averaged a 14.9 months gain in reading readiness as compared to nonparticipating kindergarten students who averaged a 5 months gain in reading readiness. No tests of statistical significance appear to have been made.

Assurances & Claims

Higher achievement on posttests by participating students as compared with nonparticipating children validates the effectiveness of the program.

Contact

Anita Schmidt
Criterion Reading Instructional Project
Elementary Education and Title I
School #4 Annex
Dell Avenue
Linden, New Jersey 07036
(201)486-2530

INSTRUCTIONAL PROBLEM AREAS	Comprehension	
	Decoding	
	Language Usage	●
	Listening	●
	Phonics	
	Speaking	●
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	●

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	●
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming/ Simulation	
	Group Instruction	●
	Individualized	●
	Laboratories	
	Parent Participation	●
	Student Motivation	
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	
	Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland Oregon 97204

PRODUCT

Early Childhood Preventive Curriculum

DEVELOPER

Dade County Public Schools
Miami, Florida

Descriptors

Reading Programs
Primary Grades
Student Motivation
Beginning Reading
Diagnostic Teaching
Inservice Teacher Education
Reading Skills

Overview

This program aims to eliminate failure in first grade by identifying students who lack essential prereading skills and supplying these skills through a diagnostic/prescriptive instructional program along with beginning reading instruction. The specific needs of students are determined by the Clymer-Barnett Prereading Battery and the Thorndike-Hagen-Lorge Cognitive Abilities Test. Two hours per day are required.

Target Audience

First grade and older primary level students with reading difficulty.

Rationale & General Objectives

This program was developed because of a growing awareness of the need for a new emphasis on prevention of failure rather than on remediation. The major goals are to develop preacademic perceptual skills, beginning reading skills and to build a positive self-concept and attitude toward school.

Implementation Requirements

Any experienced primary teacher may implement the program following training. A support/resource person knowledgeable in the program should be available to advise and assist the teacher. Any primary classroom can be used to create a pupil, learning-centered environment. No special equipment is necessary, but a kidney-shaped table, listening stations and tape recorders can facilitate small-group and individualized instruction. Attendance at a five-day workshop is essential to obtain the necessary information to adopt the program.

Services Available

Teacher training is an integral part of the program.

Approval

USOE Dissemination Review Panel (1974)
Northwest Reading Consortium (1976)
State Validation (1973)

Materials/Costs

Teacher Guide
Catalog of Instructional Resources
Games Guide
Listening Lessons Guide
Implementation Manual

Redirection of existing fiscal resources rather than added cost is the fiscal key. Reduction of student/teacher ratio to 20:1 and cost of paraprofessional aide must be considered.

Evaluation (Evidence of Effectiveness)

The Early Childhood Preventive Curriculum had a significant positive impact upon the reading achievement of project students compared to that of control students, as measured by the Stanford Achievement Test.

Assurances & Claims

This project has been funded by ESEA Title III as a national demonstration center.

Contact

Nathan Farber
Early Childhood Preventive
Curriculum
9240 S.W. 124th Street
Miami, Florida 33176

INSTRUCTIONAL PROBLEM AREAS	Comprehension	
	Decoding	●
	Language Usage	
	Listening	●
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	●
	Centers	●
	Continuous Progress	●
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	●
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	●
	Individualized	●
	Laboratories	
	Parent Participation	
	Student Motivation	●
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	●
	Tests and Assessment	●

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

INSTRUCT (Instructional System for Teaching Reading Using Continuous Progress Technology)

DEVELOPER

Lincoln Public Schools
Lincoln, Nebraska

Descriptors

Reading Programs
Early Childhood Education
Continuous Progress Plan
Management System
Individualized Instruction
Parent Participation
Reading Skills

Overview

This program provides a comprehensive array of skills and objectives for classroom teaching, as well as criterion-referenced tests, a recordkeeping system, instructional supports and implementation procedures including teacher training. Students learn basic reading through participation in instructional cycles which simultaneously develp word attack, spelling, basal reading, vocabulary and handwriting skills.

Target Audience

Kindergarten through Grade 3.

Rationale & General Objectives

Project INSTRUCT is based on the idea that individualized instruction in basic reading skills will enhance achievement in the language arts by focusing on the learning styles and rates of individual students. Program goals are to:

- improve reading achievement, reduce reading failure and enhance spelling and handwriting skills
- provide an easily adoptable program.

Implementation Requirements

Schools wishing to adopt the INSTRUCT system should complete the various phases of the Local Adoption Plan, which provides school staff with the mechanism for preplanning, implementing and assessing the program. The degree of involvement by INSTRUCT staff in the implementation procedure depends on the needs of the individual school.

Services Available

Adopting schools contract with INSTRUCT staff for technical assistance (e.g., teacher training) if desired.

Approval

USOE Dissemination Review Panel
Northwest Reading Consortium (1977)
Title III, ESEA Validation Team
National Educational Pacesetter Award

Materials/Costs

Skills Array I and II
Criterion-Referenced Tests
Recordkeeping forms (student profile cards and group summary charts)
Instructional Supports, including Direct Teaching Techniques, Materials Organization System, Establishing a Materials Center, Teacher's Resource Book, Teaching Handbook, Games, Take-Homes, Programmed Words, and Parent Assisted Learning.
Implementation Procedures (Implementation Manual and Guide II)

Adoption costs vary according to the program option selected for installation and the number of staff members involved in training sessions.

Evaluation (Evidence of Effectiveness)

Project INSTRUCT students scored statistically significantly higher on the Word Knowledge and Reading subtests of the Metropolitan Achievement Test than did nonproject students (control). This evaluation was considered to be exemplary.

Assurances & Claims

Project INSTRUCT has been demonstrated to be exemplary and effective through:

- support of the host school system
- support of the professional community
- documented achievement of students
- data from national validation efforts

Contact

Ms. Mary Lou Merdan, Director
Lincoln Public Schools
720 South 22nd Street
Lincoln, Nebraska 68510

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	
Decoding	●
Language Usage	●
Listening	
Phonics	
Speaking	
Speed	
Spelling	●
Structural Analysis	
Word Recognition	
Writing	●

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	
Science	
Social Studies	
Physical Education	
Vocational/Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	
Centers	
Continuous Progress	●
Corrective Reading	
Cross-Age Teaching	
Diagnostic/Prescriptive	
Directed Teaching	
Exploratory Reading	
Gaming/Simulation	
Group Instruction	
Individualized	●
Laboratories	
Parent Participation	●
Student Motivation	
Team Teaching	
Tutors	

SPECIALIZED PROGRAMS	
Staff Development	
Management System	●
Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Intensive Reading Instructional Teams (IRIT)

DEVELOPER

Hartford Public Schools
Hartford, Connecticut

Descriptors

Reading Programs
Primary Grades
Reading Centers
Diagnostic Teaching
Individualized Reading
Team Teaching
Multimedia Instruction

Overview

IRIT is designed to raise the achievement level of 3rd and 4th grade students deficient in language and reading skills. Students from different schools attend IRIT centers each morning for 10 weeks of intensive instruction in individualized reading, vocabulary, comprehension and decoding. IRIT staff correlate the program to each student's instructional program in his or her home school.

Target Audience

Students in grades 3 and 4 who are deficient in basic language and reading skills.

Rationale & General Objectives

The program was developed to assist young elementary students to gain the basic skills necessary for success in reading and writing. Program goals are that 75% of participants will show month-for-month reading achievement gains, students will increase their independent reading, students will relate sounds and symbols of all letters with 70% accuracy, students will identify rhyming words with 80% accuracy, students will read orally and answer comprehension questions, and students will read a variety of materials and show gains in vocabulary.

Implementation Requirements

Participating schools must make use of IRIT selection criteria for participating students. Students must be below grade level in reading, adapt to the program's organizational setting, participate in the program from the beginning, not be in other special programs and have a good attendance record. Since IRIT classes are conducted in the morning, teachers should schedule math and other basic skill instruction in the afternoon.

Services Available

Training is available at the project site, with all costs covered by the adopting site.

Approval

Joint Dissemination Review Panel (1974)
Northwest Reading Consortium (1977)

Materials/Costs

The program utilizes appropriate commercial materials, audiovisual equipment, games, teacher developed materials and criterion referenced tests. Costs for one team (three members) and 135 students:

Planning and Startup	$13,000
Operation	57,000
Total First Year	$70,000
Additional Teams	$48,000

Evaluation (Evidence of Effectiveness)

A pre- and posttest comparison of scores on the California Achievement Test revealed the following average reading growth for IRIT students in third grade.

Years	Mean (G.E.) Pretest	Mean (G.E.) Posttest	Mean Gain (GE)	Instruction Time
1971-72	2.7 years	3.3 years	6 months	10 weeks
1972-73	2.3 years	3.2 years	9 months	10 weeks
1974-75	2.6 years	3.7 years	11 months	10 weeks

An additional comparison in 1972-73 showed that IRIT students on the average advanced from the 8th percentile in the Fall to the 22nd percentile in the Spring.

Assurances & Claims

In addition to the above gains in reading achievement, IRIT students have shown increased motivation, ability to read silently for longer periods of time and improved attendance. Program materials are free of socio-cultural bias or imbalance.

Contact

Mrs. M. Beatrice Wood
Coordinator of Reading/Communication Arts
Hartford Public Schools
249 High Street
Hartford, Connecticut 06103
(203)566-6036

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	●
Decoding	●
Language Usage	●
Listening	
Phonics	●
Speaking	
Speed	
Spelling	
Structural Analysis	
Word Recognition	●
Writing	

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	
Science	
Social Studies	
Physical Education	
Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	
Centers	●
Continuous Progress	
Corrective Reading	●
Cross-Age Teaching	
Diagnostic/Prescriptive	●
Directed Teaching	
Exploratory Reading	●
Gaming Simulation	
Group Instruction	
Individualized	●
Laboratories	
Parent Participation	
Student Motivation	●
Team Teaching	●
Tutors	

SPECIALIZED PROGRAMS	
Staff Development	
Management System	
Tests and Assessment	

Northwest
Regional
Educational
Laboratory
[illegible]
Portland, Oregon [illegible]

PRODUCT

Learning to Read by Reading

DEVELOPER

Sierra Learning Laboratory
Jamestown, California

Descriptors

Reading Programs
Elementary Secondary Education
Learning Laboratories
Multimedia Instruction
Student Motivation
Reading Tests
Reading Comprehension

Overview

This program is designed to promote the interest of students lacking self-motivation by offering early and continuing successful experiences with reading. It is a multimedia system which stresses both phonetic and sight vocabulary development.

Target Audience

All students below grade level and non-readers, grades 4-12; Adults.

Rationale & General Objectives

The program is based on the idea that early success in reading will:

- raise reading grade placement
- motivate students to learn
- improve their self-image

Implementation Requirements

Small group and individual instruction can be carried out in the regular classroom or other locations in the school where individual listening carrels can be set up. Up to two full days of instruction may be required to learn the symbols for sounds. Students then read with a teacher aide or parent volunteer.

Services Available

Inservice training, including simulations, demonstrations and training in production materials, is recommended.

Approval

Joint Dissemination Review Panel (1974)
Right to Read (1974)
Northwest Reading Consortium (1976)

Materials/Costs

Instructional and Management Handbook (free)

Reading with Symbols books
- Low Level (8)--free
- Intermediate and Upper Level (8)--$80
- Uncued stories of the Intermediate and Upper level books above in two volumes --$20

Radio Plays with Scripts (9)--$10 each
Read-along short stories (24)--$7.50 each
Student Workbooks--$2.50
Coil-bound flashcards--$5.00
Symbol Rubber Stamps--$50.00

Average cost per student is $21.

Evaluation (Evidence of Effectiveness)

As a result of participation in the program for 7 months, students in remedial classes demonstrated average reading gains of 2.3 years using the Woodcock Reading Mastery Tests.

Assurances & Claims

At the project site functionally illiterate adults showed significant reading gains in vocabulary and comprehension, averaging 1½ years in 12 weeks. Thus far, the preponderance of adoptions have been at the junior and senior high school levels.

Contact

Phillip K. Glossa, Director
(209)532-3556

OR

Orval S. Hillman, Director
Learning to Read by Reading
P.O. Box 497
Jamestown, California 95327

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	●
	Language Usage	
	Listening	●
	Phonics	●
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	●
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/Technical	●

INSTRUCTIONAL STRATEGIES	Behavior Change	●
	Centers	
	Continuous Progress	●
	Corrective Reading	●
	Cross-Age Teaching	
	Diagnostic/Prescriptive	
	Directed Teaching	
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	●
	Individualized	●
	Laboratories	●
	Parent Participation	
	Student Motivation	●
	Team Teaching	
	Tutors	●

SPECIALIZED PROGRAMS	Staff Development	
	Management System	
	Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Minicourse 18: Teaching Reading as Decoding

DEVELOPER

Far West Laboratory for Educational Research and Development
San Francisco, California

Descriptors

Reading Programs
Early Childhood Education
Inservice Teacher Education
Decoding (Reading)
Self-Evaluation
Multimedia Instruction
Reading Skills

Overview

Minicourse 18 is a self-instructional training sequence which focuses on specific skills and, through microteaching a given lesson with a small group of children, teachers are given the opportunity to practice what they are learning. The course uses written materials, filmed demonstration lessons, microteaching and self-evaluation procedures.

Target Audience

Teachers of beginning reading, grades K to 3, and of remedial reading, up to grade 6.

Rationale & General Objectives

Initial emphasis on decoding leads to better word recognition and ultimately to greater comprehension than do other approaches to beginning reading. Thus, the minicourse is designed to build skill in the use of teaching processes proved effective for building pupils' decoding skills.

Implementation Requirements

The coordinator should arrange for facilities to show the instructional/model films to participating teachers. A room equipped with the video taping equipment and seating for the teacher and four or five students should be set up and made available for microteaching. The teachers must be relieved from regular classroom duties during microteaching. The time required is 6-8 weeks; 2-4 hours in school and out per week.

Services Available

Teacher training is required.

Approval

Northwest Reading Consortium (1976)

Materials/Costs

Instructional/Model films
Teacher's handbook
Coordinator's handbook
Teacher's resource kit
Video tape
Review lesson

Initial cost includes purchase of the instructional films. The coordinator's handbook may be reused. VTR capabilities must be available.

Evaluation (Evidence of Effectiveness)

Comparisons of teacher behaviors before and after the course revealed significant positive directions for 83% of the teaching behaviors analyzed. Furthermore, pupils showed significantly greater reading achievement gains than pupils of classes not involved in the project (control). This evaluation was considered to be exemplary.

Assurances & Claims

Minicourse 18 was field tested in suburban and inner-city schools with 56 teachers. The course was proven to be effective for both, suggesting the course be offered to a wide range of teachers. The main field test data suggest that the course was effective in changing teacher behavior in 24 out of 29 of the behaviors explicitly taught.

Contact

Beatrice A. Ward
Far West Laboratory
1855 Folsom Street
San Francisco, California 94103
(415)565-3000

INSTRUCTIONAL PROBLEM AREAS	Comprehension	
	Decoding	●
	Language Usage	
	Listening	
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	●
	Writing	
CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	
INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	
	Directed Teaching	
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	
	Individualized	
	Laboratories	
	Parent Participation	
	Student Motivation	
	Team Teaching	
	Tutors	
SPECIALIZED PROGRAMS	Staff Development	●
	Management System	
	Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Primary Individualized Reading Program (PRIMIR)

DEVELOPER

Seattle School District No. 1
Seattle, Washington

Descriptors

Reading Programs
Early Childhood Education
Management Systems
Individualized Instruction
Elective Reading
Inservice Teacher Education
Reading Centers

Overview

PRIMIR is basically an organization and management system designed to support an individualized approach to teaching reading in the first three grades. Basal readers are used for skills building strands only. The program focuses on self-selection of reading materials by the students. Each 1 hour program session includes a group lesson, a skills lesson, conferences and a period for self-selection of materials.

Target Audience

Teachers of grades 1-3 and their students.

Rationale & General Objectives

The PRIMIR program is based on the concept that a one-to-one relationship between the teacher and the learner and almost complete self-selection of reading materials are beneficial in terms of improving reading achievement and pupil attitudes toward reading. A major goal is to minimize the rigidities of the typical basal, three-group plan for teaching primary level reading.

Implementation Requirements

Between 20 and 30 hours of inservice training covering program setup and operation are recommended for teachers to become proficient. Regular classrooms house "mini" reading centers furnished with rugs and stocked with paperbacks, comic books, magazines and other materials appropriate for primary level children.

Services Available

Inservice training is required prior to implementation.

Approval

Northwest Reading Consortium (1976)

Materials/Costs

Manual on Organization and Operation
Scope and Sequence
Recordkeeping Form
Reference Chart with skills keyed to:
- Lippincott
- Palo Alto
- Miami
- Ginn 360
- Sullivan
- Stanchfield
- SRA
- Merrill
- Phonetic Keys
- Open Court

Total cost of instructional materials for a class of 30 is $300 based on 1973-74 prices. (Annual maintenance cost is $50 per classroom.)

Evaluation (Evidence of Effectiveness)

PRIMIR students in Grades 1 and 2 achieved significantly superior reading scores when compared to control students. Third grade PRIMIR results were superior to control results but were not significantly higher. The Divided-Day Scheduling was a strong factor in obtaining better reading achievement.

Assurances & Claims

Educators are encouraged to examine some of the techniques suggested in view of recent research findings summarized in this knowledge base.

Contact

Floyd W. Davis
Pleasant Valley School District
Camarillo, California 93010

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	●
	Language Usage	
	Listening	
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	●
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	●
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	●
	Exploratory Reading	
	Gaming/Simulation	
	Group Instruction	●
	Individualized	●
	Laboratories	
	Parent Participation	
	Student Motivation	●
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	●
	Tests and Assessment	

Northwest Regional Educational Laboratory
[illegible] S.W. [illegible] Avenue
Portland, Oregon [illegible]

PRODUCT

Programmed Tutorial Reading (PTR)

DEVELOPER

Indiana University
Bloomington, Indiana

Descriptors

Reading Programs
Elementary Grades
Individualized Instruction
Cross-Age Teaching
Student Motivation
Tutors

Overview

The PTR project is a highly structured tutoring program for students in grades 1-4 who are below grade level in reading. It supplements regular classroom instruction by providing daily tutoring on a one-to-one basis conducted by paraprofessionals or high school tutors.

Target Audience

Grades 1-4, depending on basal reading series.

Rationale & General Objectives

PTR is grounded in the belief that utilizing a highly structured instructional approach will:

- give children who have difficulty with reading extra attention and instruction by providing 15 minutes of individual tutoring each day with a special friend (the tutor)
- build self-confidence in reading by emphasizing success

Implementation Requirements

This program requires a part-time project supervisor, a tutorial supervisor for every 40 tutors, paraprofessionals and high school students who work 2 hours a day. Tutoring sessions may be held in separate rooms or in the regular classroom. Tutors choose from a variety of tutoring programs which prescribe specific testing, prompting, reinforcing and recordkeeping steps that specify in detail how to teach and what to teach.

Services Available

Tutors are trained by the project director for 3 full days. Bimonthly sessions are also conducted.

Approval

USOE Dissemination Review Panel
Project Information Packages (PIP)
Northwest Reading Consortium (1976)

Materials/Costs

Project Management Directory
Project Orientation Materials
Project Management Calendar
Evaluation Manual
Practical Guide to Measuring Project Impact on Student Achievement
Training Manual with Slide/Tape Kit
Tutor's Manual
Tutorial Supervisor's Manual
Principal's Manual

Annual per pupil cost ranges from $150 to $250 depending upon rates of pay of tutors and supervisors.

Evaluation (Evidence of Effectiveness)

Tutored students scored statistically significantly higher on the Gates MacGinitie vocabulary and comprehension subtests than students not in the program (control).

Assurances & Claims

Based on achievement gains, this program is one of the best projects nationally for underachieving students.

Contact

Mr. Edwin Cammack
Davis County School District
45 E. State
Farmington, Utah 84025

OR

Nick LeCuyer, Director
Northwest PIP Diffusion Project
Yakima School District
104 N. Fourth Avenue
Yakima, Washington 98902
(509) 575-3439

INSTRUCTIONAL PROBLEM AREAS		
	Comprehension	●
	Decoding	●
	Language Usage	
	Listening	
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS		
	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/Technical	

INSTRUCTIONAL STRATEGIES		
	Behavior Change	
	Centers	
	Continuous Progress	
	Corrective Reading	●
	Cross-Age Teaching	●
	Diagnostic/Prescriptive	
	Directed Teaching	
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	
	Individualized	●
	Laboratories	
	Parent Participation	
	Student Motivation	●
	Team Teaching	
	Tutors	●

SPECIALIZED PROGRAMS		
	Staff Development	●
	Management System	
	Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Project Catch-Up

DEVELOPER

Newport-Mesa Unified School District
Newport Beach, California

Descriptors Reading Programs
Elementary Grades
Corrective Reading
Mathematics
Learning Laboratories
Diagnostic Teaching

Overview

Catch-Up is a reading and/or math laboratory project for kindergarten through sixth grade students. It features highly qualified teachers and aides who teach part-time in an attractive, well-equipped laboratory. The program requires 30 minutes per day per pupil.

Target Audience

Students in grades K-6, especially those performing below grade level in reading and/or mathematics.

Rationale & General Objectives

The philosophy of Project Catch-Up is eclectic; that is, a variety of materials are utilized in half-hour laboratory periods to teach specific diagnosed needs. Teachers and aides use a variety of techniques and instructional materials to focus on needs revealed through diagnostic testing. The program is designed to insure that each child experiences some specific success each day so that he or she never feels overwhelmed.

Implementation Requirements

The recommended Catch-Up staff consists of one part-time lead teacher, two part-time teachers and one instructional aide per laboratory, all supported by an administrator. The project utilizes experienced teachers who use diagnostic tests and selected techniques and materials to meet diagnosed needs. Instruction takes place in colorful laboratories well equipped with high interest materials.

Services Available

Two weeks of initial staff development plus monthly inservice meetings are suggested. A 2-day off-site training is available.

Approval

USOE Dissemination Review Panel
Project Information Packages (PIP)
Northwest Reading Consortium (1976)

Materials/Costs

Training Manual
Evaluation Manual
Project Management Calendar
Materials/Equipment Catalog
Teacher's Manual
Project Management Directory
How-to Guides

Total costs are estimated at $4.50 per pupil up to $5,000 per laboratory for start-up costs, not including salaries.

Evaluation (Evidence of Effectiveness)

The program goal has been to increase the reading skill level of students by at leatst 1.5 months for each month spent in the program, as measured by the MAT or CTBS. Out of the 20 pilot groups, 17 groups exceeded that goal. The mean gains ranged from 1.2 to 4.1 months growth per month of program instruction.

Assurances & Claims

Students in kindergarten through grade 6 should increase skills by at least 1½ months for each month spent in the program.

Contact

Fay Harbison, Project Director
Newport-Mesa Unified School District
Newport Beach, California 92663

OR

Nick LeCuyer, Director
Northwest PIP Diffusion Project
Yakima School District
104 N. Fourth Avenue
Yakima, Washington 98902
(509) 575-3439

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	●
Decoding	●
Language Usage	●
Listening	●
Phonics	●
Speaking	
Speed	
Spelling	
Structural Analysis	
Word Recognition	●
Writing	●

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	●
Science	
Social Studies	
Physical Education	
Vocational Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	
Centers	
Continuous Progress	
Corrective Reading	
Cross-Age Teaching	
Diagnostic/Prescriptive	●
Directed Teaching	
Exploratory Reading	
Gaming Simulation	
Group Instruction	
Individualized	●
Laboratories	●
Parent Participation	
Student Motivation	●
Team Teaching	
Tutors	

SPECIALIZED PROGRAMS	
Staff Development	
Management System	
Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Project Success--Handicapped Component

DEVELOPER

North Kitsap School District
Poulsbo, Washington

Descriptors
Instructional Programs
Elementary Grades
Handicapped Students
Language Skills
Psychomotor Skills
Management System
Tutors

Overview

This program provides instruction to handicapped students within a fully integrated educational program. A learning specialist assists regular program staff from different schools to identify and serve handicapped students. Students are checked weekly for development of basic academic, social, physical and self-management skills. Participating students receive instruction from tutors.

Target Audience

Students in kindergarten through grade six; students with reading and self-management problems.

Rationale & General Objectives

The focus of this program is to develop a workable system for early identification of and service to exceptional children with the hope of preventing large deficits in academic and social skill development. Program objectives are to conduct ongoing assessment of all program students, to increase the performance of handicapped students in basic academic and social skills, and to reinstate assistance programs for those students who are not experiencing success.

Implementation Requirements

Tutors (parents, students, community members) are trained in program procedures. After tutors demonstrate mastery of these procedures, they work with students and keep records of student progress. The tutor supervisor uses this information to determine when to change materials. All materials for startup and initial operation are provided to those entering into a dissemination inservice arrangement with the developer school.

Services Available

Training is available and required prior to implementation.

Approval

Northwest Reading Consortium (1977)

Materials/Costs

A series of basic skill sequences with discrete student probes have been assembled. Specific, step-by-step, direct instruction packets have been designed and implemented in academic, social and self-management skills. One instructional program (a complete tutorial reading system--materials, training, management) is available from Edmark Associates, 13249 Northrup Way, Bellevue, WA 98005, (800)426-0856. Costs:

Startup--$4/student
Operational--$14/student (per month)
Edmark Package--$300/10 students
Replacement of consumables--$37/10 students (per year)

Evaluation (Evidence of Effectiveness)

Students participating in the Project Success--Handicapped Component averaged 2 months reading achievement growth for every month of instruction as measured by the Wide Range Achievement Test. These results were statistically significantly higher than the expected average of .8 month growth per month of instruction.

Assurances & Claims

In addition to the growth in reading achievement of program students, they have also shown impressive gains in social and physical basic skills and especially in self-management.

Contact

Dr. Douglas Strayer
North Kitsap School District #400
Office of Special Services
150 High School Road South
Poulsbo, Washington 98370
(206)779-3971

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	
Decoding	●
Language Usage	●
Listening	●
Phonics	●
Speaking	
Speed	
Spelling	
Structural Analysis	
Word Recognition	●
Writing	

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	
Science	
Social Studies	
Physical Education	
Vocational Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	●
Centers	
Continuous Progress	●
Corrective Reading	●
Cross-Age Teaching	
Diagnostic/Prescriptive	●
Directed Teaching	
Exploratory Reading	
Gaming Simulation	
Group Instruction	
Individualized	●
Laboratories	
Parent Participation	●
Student Motivation	●
Team Teaching	
Tutors	●

SPECIALIZED PROGRAMS	
Staff Development	●
Management System	●
Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Santa Clara Inventory of Developmental Tasks/Santa Clara Plus

DEVELOPER

Santa Clara Unified School District
Santa Clara, California

Descriptors
Reading Programs
Classroom Observation Techniques
Reading Readiness
Measurement Techniques
Individualized Instruction
Early Childhood Education

Overview

The Inventory enables teachers to assess the reading readiness of students from preschool through age seven for the purpose of creating an individual development program for each child. It serves as a screening device, a basis for individualizing instruction, a basis for parent conferences and a recordkeeping system for a child's performance on various tasks. The IDT identifies 60 tasks which are organized by skill levels.

Target Audience

Teachers of 5-7 year old children.

Rationale & General Objectives

Based on the idea that comprehensive diagnosis is essential for designing individual instruction, the IDT provides teachers and students with a set of realistic expectations from which to generate instruction procedures. The goal of the IDT is to specifically identify areas of skill need and provide instructional activities for each. Thus, the Inventory benefits teachers by enabling them to direct their time and energy more efficiently, and benefits students by targeting their activities directly to their present levels of achievement.

Implementation Requirements

The teacher either observes the specific developmental tasks as part of the regular teaching program or sets aside blocks of time for observation of a child's development. It is not necessary to administer the entire scale at one time. The findings provide the basis for individualizing instruction, with the task at the lowest developmental level for which the child received the lowest score as the suggested starting point.

Services Available

Approval

Northwest Reading Consortium (1977)

Materials/Costs

Observation Guide
Instructional Activities Manual
Spirit Masters
Task Cards
"Recipe Box" (with Santa Clara Plus package)

IDT Observation Guide and Instructional Activities Manual--$50. Santa Clara Plus, including Observation Guide, Instructional Activities Manual and "Recipe Box" of adjunctive materials--$94.50.

Evaluation (Evidence of Effectiveness)

While student achievement on the IDT was statistically significantly greater for project students then nonproject (control) students, a comparison of scores on the Stanford Reading Achievement Test generally favored control students.

Assurances & Claims

The IDT has been shown to be a valuable adjunct to the development of reading readiness. The high level of achievement by Spanish-American students provides assurance that the IDT is culture fair.

Contact

Jim Yoes
Educational Systems, Inc.
2630 S.W. 170th
Beaverton, Oregon 97005
(503)649-7516

INSTRUCTIONAL PROBLEM AREAS	Comprehension	
	Decoding	
	Language Usage	
	Listening	
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	●
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming/Simulation	
	Group Instruction	
	Individualized	●
	Laboratories	
	Parent Participation	●
	Student Motivation	
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	●
	Tests and Assessment	●

Northwest
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Portland, Oregon 97204

PRODUCT

Strategies in Early Childhood Education

DEVELOPER

Cooperative Education Service Agency No. 13
Waupun, Wisconsin

Descriptors

Educational Programs
Early Childhood Education
Learning Readiness
Diagnostic Teaching
Learning Centers
Individualized Instruction
Inservice Teacher Education

Overview

The program stresses "learning how to learn." The screening procedure, using a comprehensive criterion-referenced screening device, and resulting educational prescription provide for individualized sequencing of motor, auditory, visual and language skills and then integrates these skills into higher cognitive processes. After several levels of readiness activities students proceed to skill development in reading, language and math.

Target Audience

Teachers of students in Kindergarten through Grade 2.

Rationale & General Objectives

The program is based on the idea that a continuous, sequenced learning program enables young children to build on previous successes and avert failure. Individualized instruction in informal settings fosters a positive attitude toward learning. The program goal is to provide experiences for young children by which they develop motor, auditory, visual and language skills.

Implementation Requirements

Initial and ongoing training and workshops enable teachers to conduct diagnostic/prescriptive teaching in an informal learning environment. Additional staff are not required, but a teacher aide or parent volunteer is an asset during startup. The program can be implemented in traditional classroom settings.

Services Available

Inservice training is necessary.

Approval

USOE Dissemination Review Panel
Northwest Reading Consortium (1977)

Materials/Costs

Project Overview Booklet
Criterion-Referenced Screening Instrument
Chart of Sequenced Objectives
Record System
Prescription Guide
Implementation Manual

Approximately $75 per classroom for startup. Release time for inservice training is necessary. Continuing costs are minimal.

Evaluation (Evidence of Effectiveness)

The Strategies in Early Childhood Education Project had a positive impact on student reading growth, as measured by the Metropolitan Reading Readiness Test. Students of teachers who had more intensive Strategies inservice training scored statistically significantly higher than students of teachers with less seminar and workshop training.

Assurances & Claims

Recipient of a National Pacesetter Award, the program has been judged bias-free.

Contact

Robert Schramm, Director
Cooperative Educational Service Agency 13
908 West Main Street
Waupun, Wisconsin 53963
(414) 324-4461

INSTRUCTIONAL PROBLEM AREAS	Comprehension	
	Decoding	
	Language Usage	●
	Listening	●
	Phonics	
	Speaking	●
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	●
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming/ Simulation	
	Group Instruction	
	Individualized	
	Laboratories	
	Parent Participation	
	Student Motivation	
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	
	Tests and Assessment	●

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland Oregon 97204

PRODUCT

The SWRL/Ginn Beginning Reading Program (BRP)

DEVELOPER

SWRL Educational Research and Development
Los Alamitos, California

Descriptors

- Reading Programs
- Early Childhood Education
- Phonics
- Beginning Reading
- Parent Participation
- Vocabulary Development
- Home Instruction

Overview

BRP is a research-based program developed by Southwest Regional Laboratory Educational Reseach and Development to help kindergarten and first grade children master beginning reading skills. These skills are promoted through carefully planned and sequenced activities. Criterion exercises for each of the ten program units provide the teacher with a means for determining children's skill mastery.

Target Audience

Kindergarten and Grade 1.

Rationale & General Objectives

The program is designed to maximize the child's active participation in the learning process and to find enjoyment and success in reading through mastery of beginning skills. Participating children should be able to:

- read the 100 words taught directly in the program
- sound out and read new words composed of word elements taught in the program
- demonstrate comprehension of the material they read

Implementation Requirements

School verified training materials and procedures enable district personnel to assume all responsibility for the teacher training required to begin using the program effectively and to conduct this training within time limits available to school personnel. Materials and procedures for orientation/training of aides, parents and tutors are also available.

Services Available

Instructional support options accompanying the program are Tutorial, Parent-Assisted Learning and Summer Reading.

Approval

Northwest Reading Consortium (1976)

Materials/Costs

Storybooks
Comprehension Sheets
Criterion Exercises
Practice Exercises
Teacher's Manual
Class Record Sheet
Flashcards
Procedure Cards
Training System for teachers, tutors, parents and aides.

Cost for one set of materials for 36 pupils is approximately $260 (1977). Most materials are nonconsumable.

Evaluation (Evidence of Effectiveness)

Analysis of the evaluation data revealed the following results for each of the four program outcomes:

Outcome Area	Approximate Percentage of Students Scoring at the 80% Level or Better
Letter Names	95%
Words	56%
Word Elements	64%
Sentence Reading	39%

Assurances & Claims

Tryout inquiries have assured that this program is useful for pupils representing the full range of ethnic and demographic characteristics. Quarterly Assurance (QA) procedures were developed to provide regular, periodic information on instructional accomplishment to school boards, funding agencies and parents.

Contact

Ginn and Company
191 Spring Street
Lexington, Massachusetts 02173
(see Ginn representative in your particular state)

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	●
Decoding	●
Language Usage	
Listening	
Phonics	●
Speaking	
Speed	
Spelling	
Structural Analysis	
Word Recognition	●
Writing	

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	
Mathematics	
Science	
Social Studies	
Physical Education	
Vocational/Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	
Centers	
Continuous Progress	●
Corrective Reading	
Cross-Age Teaching	
Diagnostic/Prescriptive	●
Directed Teaching	
Exploratory Reading	
Gaming Simulation	
Group Instruction	
Individualized	
Laboratories	
Parent Participation	●
Student Motivation	
Team Teaching	
Tutors	●

SPECIALIZED PROGRAMS	
Staff Development	●
Management System	
Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

SWRL/Ginn Communication Skills Program: Reading

DEVELOPER

SWRL Educational Research and Development
Los Alamitos, California

Descriptors
Reading Programs
Early Childhood Education
Diagnostic Teaching
Beginning Reading
Inservice Teacher Education
Continuous Progress Plan
Reading Comprehension

Overview

The SWRL/Ginn Reading program is designed to make reading an enjoyable and rewarding experience for students in kindergarten through Grade 4. The program is divided into 8 instructional blocks which emphasize three main areas: word recognition and analysis, comprehension, and extended reading. Time requirements are as follows: 30 minutes of daily instruction, 1½-2½ hours for initial teacher training and a 35-40 minute followup.

Target Audience

Students in Grades K-4.

Rationale & General Objectives

The program is based on the belief that reading should be presented as a practical, enjoyable activity and that reading materials should correspond to a child's vocabulary level. The major program goal is to help children become effective, independent readers.

Implementation Requirements

This program is a complete instructional unit which requires no special equipment or facilities. The program is organized into 8 ungraded blocks, each of which contains 4-6 units. These units are sequenced to build student skills in word recognition and analysis, comprehension and extended reading. Prespecified outcomes state in advance what the students are expected to learn in each unit.

Services Available

Teacher training is part of the program.

Approval

Northwest Reading Consortium (1977)

Materials/Costs

The SWRL/Ginn Reading program provides all primary instructional materials.

Startup costs average $90-$120 for a class of 32 students and $10-$20 for teacher material. Maintenance cost is $2 or less per student. Staff development is available at cost from SWRL.

Evaluation (Evidence of Effectiveness)

Final block evaluation results revealed the following for each of the six program outcome areas:

Outcome Area	Mean Percentage Score Attained by Students
Letter Names	93%
Letter Sound and Blending	94%
Vocabulary Extension	83%
Storybook Words	95%
Sentence Comprehension	87%
Paragraph Comprehension	76%

Criterion-referenced tests were used rather than standardized achievement tests.

Assurances & Claims

The materials have been tested and refined with more than 53,000 students involved in 25 tryouts. The program appears to be usable and functional in schools outside the tryout situation and appears to be adaptable to most classrooms.

Contact

Ginn and Company
191 Spring Street
Lexington, Massachusetts 02173
(See Ginn representative in your particular state.)

OR

SWRL Educational Research and Development
Division of Resource Services
4665 Lampson Avenue
Los Alamitos, California 90720

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	●
	Language Usage	●
	Listening	
	Phonics	●
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	●
	Writing	
CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/Technical	
INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	●
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	
	Individualized	
	Laboratories	
	Parent Participation	
	Student Motivation	
	Team Teaching	
	Tutors	
SPECIALIZED PROGRAMS	Staff Development	●
	Management System	
	Tests and Assessment	●

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Systems Directed Reading (SDR)

DEVELOPER

Region 10 Education Service Center
Richardson, Texas

Descriptors

- Reading Programs
- Elementary Grades
- Management System
- Reading Comprehension
- Heterogeneous Grouping
- Inservice Teacher Education
- Diagnostic Teaching

Overview

SDR's goal is to develop students' word attack and reading comprehension skills. Individual student needs are identified by teachers and reading specialists using criterion-referenced tests and informal inventories. A differentiated staffing pattern is used. Students move through four word attack skill levels (A-D) during their K-6 experience.

Target Audience

Students in kindergarten through 6th grade; older students with reading difficulty.

Rationale & General Objectives

The program is based on the belief that cross-age grouping is the best strategy for conducting reading instruction, and that no one instructional method is appropriate for all students. The overall goal is to offer a systems directed approach where individual learning needs have been assessed and reading goals established so that student needs can be matched with the appropriate materials and instructional strategies.

Implementation Requirements

Potential adopters must produce needs assessment data indicating that a real need exists. Classroom teachers should be involved in the decision to adopt. Administrative commitment must be demonstrated through investment of human and financial resources, release time for staff training and funding for travel to developer/demonstrator site for awareness sessions. A phase-in over a two-year period is recommended.

Services Available

A two-day training session is part of the implementation process.

Approval

Joint Dissemination Review Panel (1974)
Northwest Reading Consortium (1977)

Materials/Costs

Program materials include:

- Reading-Language Taxonomy
- Kindergarten Task Level Performance Objectives
- Reading Skills Hierarchy
- Early Childhood Learning Activities
- Training Package

Cost is dependent upon the degree of adaptation. Approximate per student cost is $1.

Evaluation (Evidence of Effectiveness)

Over a three year period, the Systems Directed Reading Program appeared to have a positive impact, as evidenced by a reduction in the number of reading deficient students from 300 to 81 out of a student population of 800. (The criteria for deficiency had been predetermined.) In addition, students involved in the SDR Diagnostic Reading Centers averaged one month reading growth for each month of participation in the Center.

These results were statistically significant.

Assurances & Claims

The program has been used successfully with educable mentally retarded students as well as with other students who are below grade level in reading. The program appears free of socio-cultural bias or imbalance.

Contact

Mrs. Betty Warner, Project Director
Region 10 Education Service Center
P.O. Box 1300
Richardson, Texas 75080
(214)231-6301

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	●
	Language Usage	
	Listening	
	Phonics	●
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	●
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	●
	Corrective Reading	●
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	
	Individualized	●
	Laboratories	
	Parent Participation	●
	Student Motivation	●
	Team Teaching	●
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	●
	Tests and Assessment	●

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland Oregon 97204

PRODUCT

Title I Corrective Reading/Wichita, Kansas

DEVELOPER

Wichita Unified School District No. 259
Wichita State University--Wichita, Kansas

Descriptors
- Reading Programs
- Elementary Grades
- Corrective Reading
- Management Systems
- Diagnostic Teaching
- Parent Participation
- Individualized Instruction

Overview

The program focuses on special reading instruction with primary thrust on a preventive approach. It is a management system using other materials. The program is individualized within ad hoc small groups (4-8 pupils) and correlated with the classroom reading program through the Wichita Management System (Behavioral Objectives and Criterion Tests).

Target Audience

Students with low achievement in reading. Referrals by classroom teacher from grades 2-6.

Rationale & General Objectives

This project is based on the belief that a special reading program can prevent the perpetuation of reading difficulties. It is designed to improve the pupil's reading instructional grade level, reading vocabulary and reading comprehension and to improve the student's attitudes toward reading, toward self and toward others and encourage the use of library media.

Implementation Requirements

This program involves six phases: identification, screening, diagnosis, scheduling, instruction and evaluation. Special reading teachers with paraprofessionals are assigned to attendance centers to meet students in small groups.

Services Available

Technical assistance and inservice training are available.

Approval

USOE Dissemination Review Panel (1973)
Northwest Reading Consortium (1977)

Materials/Costs

Handbook: Team Approach to Reading Success (eclectic materials)

Average: $8 per student

On-site technical assistance and inservice training--$100 per day plus expenses per consultant

Inservice in Wichita for credit--$29.13 per credit hour

Management and training materials--$20 per adopter

Evaluation (Evidence of Effectiveness)

The California Reading Test measured the following results:

- Average gain per month of instruction was 1.5 months
- Pupils achieving objective of .8 months or more was 1,848 or 76.4%

Assurances & Claims

The design of the program provides instructional assistance to those students with the greatest educational need. The Metropolitan Achievement Test and Iowa Tests of Basic Skills are used to determine student eligibility.

Contact

Dr. James G. Howell
Director of Reading
USD #259
1847 N. Chautauqua
Wichita, Kansas 67214

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	●
	Language Usage	●
	Listening	
	Phonics	●
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	●
	Word Recognition	●
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	●
	Corrective Reading	●
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	●
	Individualized	
	Laboratories	
	Parent Participation	●
	Student Motivation	●
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	
	Management System	●
	Tests and Assessment	●

Northwest
Regional
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Laboratory
[illegible]
Portland, Oregon [illegible]

PRODUCT

Wisconsin Design for Reading Skill Development (WDRSD):
Word Attack

DEVELOPER

The Wisconsin Research and Development Center
Madison, Wisconsin

Descriptors

- Reading Programs
- Early Childhood Education
- Elementary Grades
- Inservice Teacher Education
- Decoding (Reading)
- Management System
- Reading Skills

Overview

WDRSD is an objective-based management system. The Word Attack element of this diagnostic system enables the teacher to systematize and focus instruction on the specific reading skills that will help students decode words independently. The 45 skills are arranged in correspondence to traditional grade levels. Implementation is possible at any grade level.

Target Audience

Elementary teachers who work with Grades K-3, all students below grade level in reading.

Rationale & General Objectives

This is a skill-oriented approach to the teaching of reading, based on the assumption that mastery of essential skills will contribute to successful reading performance. The ultimate goal is to enable children to phonetically and structurally attack regular words and to recognize all common irregular Dolch list words.

Implementation Requirements

Teacher inservice time is required to acquaint teachers with the system, to help them schedule instruction and to catalog locally available materials.

Services Available

Inservice teacher training is an integral part of the program.

Approval

Northwest Reading Consortium (1976)

Materials/Costs

Wisconsin Tests of Reading Skill Development
Pupil Profile Cards
Teacher's Resource File
Teacher's Planning Guide

Cost per pupil--average $1.15-$1.60 for first year and $.25-$.75 thereafter.

Evaluation (Evidence of Effectiveness)

The program students scored higher than students from the comparison group on all standardized measures of word attack achievement.

Assurances & Claims

Efforts have been made to eliminate content which could be interpreted as perpetuating biases relating to religion, age, sex or socio-economic status. Field tests and studies conducted by the Center and other educational agencies confirm that urban and nonurban students are able to master program objectives.

Contact

Lou Kessler, Representative
Educational Systems Division
National Computer Systems, Inc.
1538 Peridot Drive
Livermore, California 94550
(415) 447-5935

INSTRUCTIONAL PROBLEM AREAS	Comprehension	
	Decoding	●
	Language Usage	
	Listening	
	Phonics	●
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	●
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	●
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	
	Individualized	
	Laboratories	
	Parent Participation	
	Student Motivation	
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	●
	Tests and Assessment	

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710 S.W. Second Avenue
Portland Oregon 97204

PRODUCT

Exemplary Center for Reading Instruction (ECRI)

DEVELOPER

Exemplary Center for Reading Instruction
Salt Lake City, Utah

Descriptors

Reading Programs
Elementary Secondary Education
Multimedia Instruction
Management System
Inservice Teacher Education
Behavior Change
Reading Centers

Overview

Working to improve reading instruction throughout the nation, the staff of this center operates a reading clinic for children, trains adults, conducts research and spreads information. The teaching techniques used in this program are adaptable to a variety of language arts materials and organizational patterns. Teachers can learn to employ the teaching techniques and still use existing reading and language arts materials.

Target Audience

Teachers of elementary and secondary students.

Rationale & General Objectives

ECRI is based on the idea that a larger number of students can be reached by training teachers in reading theory and new techniques of instruction. The center found that "teacher behavior is of greater significance than material in affecting gains in reading achievement." Hence, the ultimate goal is to teach teachers so that they might prevent reading failure.

Implementation Requirements

Inservice education programs for teachers operate out of this center. Training is critical in building staff confidence in utilizing the method. Two training sessions of approximately 2½ hours are necessary for teachers to complete a multimedia instructional package exported by the center.

Services Available

Monitoring services are available from ECRI.

Approval

USOE Dissemination Review Panel (1974)
Northwest Reading Consortium (1976)

Materials/Costs

Workbooks on different topical areas--approximately $8/workbook (Example: Eliciting Responses from Students)

Teacher Inservice and Consultant--$175 per day plus expenses

Evaluation (Evidence of Effectiveness)

During an 8-month period, ECRI project students had 1.8 years gain in vocabulary and 2.5 years gain in comprehension compared to .9 and .6 year gains respectively for control students, as measured by the Gates-MacGinitie Reading Tests.

Assurances & Claims

The Exemplary Center for Reading Instruction has conducted numerous research studies in the area of reading. Data are available upon request.

Contact

Ethna Reid, Director
ECRI
2888 S. Highland Drive
Salt Lake City, Utah 84106
(801)486-5083

INSTRUCTIONAL PROBLEM AREAS	Comprehension	
	Decoding	
	Language Usage	
	Listening	
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	●
	Centers	●
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	
	Directed Teaching	
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	
	Individualized	
	Laboratories	
	Parent Participation	●
	Student Motivation	
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	●
	Tests and Assessment	●

Northwest
Regional
Educational
Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Glassboro Right to Read

DEVELOPER

Glassboro Right to Read
Glassboro, New Jersey

Descriptors

Reading Programs
Elementary Grades
Inservice Teacher Education
Diagnostic Teaching
Community Involvement
Individualized
Reading Skills

Overview

This project has improved school reading programs through involvement of school personnel and community members in an individualized approach. Teachers write individual instructional sequences for each child, based upon results of a comprehensive diagnostic battery. The array of reading skills used come from commercially available sources or districts may write their own.

Target Audience

Kindergarten through Grade 6

Rationale & General Objectives

This project is based on the idea that the level of student reading will be improved by using diagnostic tests to place children at their instructional level. Major program goals are:

- to provide staff development experiences which will develop expertise in the teaching of reading
- to improve student reading by a growth rate of 1.5 years in an 8 month instructional period.

Implementation Requirements

Various workshops orient teachers to the concept of diagnostic/prescriptive teaching of reading-related skills. Release time for teachers to attend staff development activities must be provided.

Services Available

Teacher training workshops are available.

Approval

USOE Dissemination Review Panel (1974)
Northwest Reading Consortium (1976)

Materials/Costs

Project Description
Guide to Program Implementation
Guide to Program Planning Procedure
Guess Who's Coming to School (Community Involvement)
Every Child Has the Right to Read (filmstrip)

Startup costs are estimated at $21.73 per learner, per year, if a reading specialist is hired and $5.73 per learner, per year, if a reading specialist is already under contract.

Evaluation (Evidence of Effectiveness)

For 2 consecutive years the project achieved average gains exceeding the project's preestablished goal of 1.5 years reading achievement growth during an 8 month instructional period.

1972-73	Classroom Reading Inventory	2.14 years (average gain)
1973-74	Houghton-Mifflin Informal Reading Inventory	1.52 years (average gain)

No control groups or tests of significance were reported.

Assurances & Claims

The results suggest that the diagnostic placement and prescriptive program enable students to achieve better than average growth in reading skills.

Contact

(Workshop Request)
Rosemary Howell, Project Specialist
Glassboro Right to Read Project
Board Conference Offices
Carpenter Street and Bowe Blvd.
Glassboro, New Jersey 08028
(609) 881-6366

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	
	Language Usage	●
	Listening	
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	●
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming/Simulation	
	Group Instruction	●
	Individualized	●
	Laboratories	
	Parent Participation	
	Student Motivation	
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	
	Tests and Assessment	●

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710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

High Intensity Tutoring (HIT)

DEVELOPER

Highland Park School District
Highland Park, Michigan

Descriptors

Reading Programs
Elementary Grades
Corrective Reading
Mathematics
Directed Reading Activity
Behavior Change
Cross-Age Teaching

Overview

HIT is a peer tutoring program using highly structured materials in mathematics and reading for 6th and 7th graders who are tutored by 7th and 8th grade tutors also needing help but who work with tutees at least two years below them in skills. Teachers and aides monitor tutoring, chart progress and distribute candy rewards. The tutoring sessions are held for ½ hour 4 or 5 days per week.

Target Audience

6th and 7th graders who are performing below grade level.

Rationale & General Objectives

HIT is based on the idea that students who perform below grade level will improve in reading achievement through fast-paced, structured drills presented by other students. A system of rewards is viewed as important to the success of the program.

Implementation Requirements

A large classroom is required for each HIT center. Each HIT classroom center is staffed by one teacher and two aides who monitor student progress. Two weeks of staff development are needed.

Services Available

Inservice teacher education is an essential component of the program.

Approval

USOE Dissemination Review Panel
Project Information Package (PIP)
Northwest Reading Consortium (1976)

Materials/Costs

Project Management Directory
Project Orientation Materials
Project Management Calendar
Evaluation Manual
Practical Guide to Measuring Project Impact on Student Achievement
Teacher's Manual
Training Manual

Costs may be determined by consulting the Ask HIT Project Description booklet.

Evaluation (Evidence of Effectiveness)

The program had a positive impact on the reading achievement of both tutees and tutors, as measured by the Wide Range Achievement Test. The reading gains by HIT students ranged from 1.2 to 3.7 years growth. This far exceeded gains by students not in the program (control). No tests of statistical significance were reported.

Assurances & Claims

Based on achievement gains, this program is one of the best projects nationally for underachieving students.

Contact

Clarence L. Stone
Highland Park Public Schools
20 Bartlett Street
Highland Park, Michigan 48203

OR

Nick LeCuyer, Director
Northwest PIP Diffusion Project
Yakima School District
104 N. Fourth Avenue
Yakima, Washington 98902
(509)575-3439

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	
	Language Usage	
	Listening	
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	●
	Science	
	Social Studies	
	Physical Education	
	Vocational/Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	●
	Centers	●
	Continuous Progress	
	Corrective Reading	●
	Cross-Age Teaching	●
	Diagnostic/Prescriptive	
	Directed Teaching	
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	
	Individualized	
	Laboratories	
	Parent Participation	
	Student Motivation	
	Team Teaching	
	Tutors	●

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	
	Tests and Assessment	

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710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Intensive Reading Improvement Program (IRIP)

DEVELOPER

Board of Education, City of Chicago
Chicago, Illinois

Descriptors Reading Programs
Elementary Grades
Inservice Teacher Education
Teacher Workshops
Resource Teachers
Learning Theories
Teaching Techniques

Overview

IRIP attempts to improve student reading abilities by training teachers in theories and methods of teaching reading. Resource teacher attends preservice training, then returns to school to coordinate and upgrade the school's reading program.

Target Audience

Teachers of students from K-8.

Rationale & General Objectives

The program is based on the belief that improving teacher competence will improve the quality of reading instruction students receive. Thus, the goal is to raise student's reading achievement by upgrading elementary school teachers' skills in reading instruction.

Implementation Requirements

This program trains one teacher from each participating school to service as a reading resource teacher by releasing that person from regular classroom duties and providing 60 hours of training in essential theories and methods of teaching reading. The reading resource teacher returns to school to conduct 30 hours of inservice training sessions for the school's classroom teachers.

Services Available

Training is essential for implementation.

Approval

USOE Dissemination Review Panel
Project Information Package (PIP)
Northwest Reading Consortium (1976)

Materials/Costs

Project Orientation Materials
Training Manual
Materials/Equipment Catalog
Teacher's Manual
Project Management Calendar
Project Management Directory
Evaluation Manual

Funds support a consultant who conducts staff development sessions and substitute teachers who replace teachers attending workshop sessions.

Evaluation (Evidence of Effectiveness)

Based upon the 1972-73 results from the California Achievement Test (grades 2 and 3) and the Iowa Test of Basic Skills (grades 4-8), the median gain of IRIP students generally exceeded the expected gain in reading growth of .57 year*, as indicated below:

	Median Gains (years)	
Grades	Vocabulary	Comprehension
2/3	1.1/.9	1.0/1.0
4/5	.74/.67	.52/.67
6/7	.78/.50	.75/.71
8	.69	.30

*Due to time lost during a teacher strike, .57 year represented the actual student instruction period.

Assurances & Claims

Based on achievement gains, this program is one of the best projects nationally for underachieving students in low-income areas.

Contact

B. Barton Gallegos, Coordinator
Curriculum and Instruction Services
Department of Curriculum
Room 822
Board of Education, City of Chicago
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4068

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	●
	Language Usage	
	Listening	
	Phonics	●
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	●
	Word Recognition	●
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	
	Directed Teaching	
	Exploratory Reading	
	Gaming/ Simulation	
	Group Instruction	●
	Individualized	
	Laboratories	
	Parent Participation	●
	Student Motivation	
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	●
	Tests and Assessment	●

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710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Matteson Four-Dimensional Reading Project (4-D)

DEVELOPER

Matteson School District 162
Matteson, Illinois

Descriptors
Reading Programs
Elementary Grades
Developmental Reading
Management System
Literature Appreciation
Individualized Reading
Reading Comprehension

Overview

This is a multi-text, individualized skills development program. Developing reading skills, using these skills as a learning tool, gaining an appreciation for literature and developing an ongoing interest in pleasure reading are the four components or "dimensions." Students progress through individualized learning packages. Criterion referenced tests and recordkeeping forms are used.

Target Audience

Students in grades 4-8.

Rationale & General Objectives

The program is based on the belief that a good reading program is one that develops basic reading skills in students, teaches them how they can use reading as a tool for learning, fosters an appreciation of literature and develops permanent interests in reading for enjoyment. The goal for participating students is that they will reach expected reading levels.

Implementation Requirements

The program can be implemented in a single classroom without additional staff. One or two staff attend a two-day training and then train project teachers. Project materials plus one to three copies of about 60 basal readers are required, depending the number of participating students. Shelves and files for program materials are needed.

Services Available

Awareness and training sessions are available on or off-site.

Approval

Northwest Reading Consortium (1977)

Materials/Costs

Set of Learning Packages--$35
Set of Criterion Tests--$15
Teacher's Guide--$3
Set of commercial and project developed texts--$800

These materials are sufficient for about 150 students. Annual maintenance costs are limited to the replacement of worn books. Program adopters receive materials for duplication (tests, record sheets, etc.) free of charge. Off-site awareness or training sessions cost $100 per day.

Evaluation (Evidence of Effectiveness)

According to results collected over a two year period with the Stanford Achievement Test, students in the Matteson Four-Dimensional Reading Project showed 2.76 years average reading achievement growth as compared to 2.01 years average growth for students not in the program (control). That difference was statistically significant. After three years in the program, 80% of the project students met or exceeded their reading expectancy level, while only 41% of the control students met that criterion.

Assurances & Claims

The program has been found effective with students from divergent socioeconomic backgrounds. Program materials are free of socio-cultural bias or imbalance.

Contact

Martha L. Carr or Dr. Allan Dornseif
Matteson School District 162
21244 Illinois Street
Matteson, Illinois 60443
(312) 748-0100

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	●
	Language Usage	
	Listening	
	Phonics	●
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	●
	Word Recognition	●
	Writing	●
CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	
INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	●
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	●
	Gaming/ Simulation	
	Group Instruction	●
	Individualized	●
	Laboratories	
	Parent Participation	
	Student Motivation	●
	Team Teaching	
	Tutors	
SPECIALIZED PROGRAMS	Staff Development	●
	Management System	●
	Tests and Assessment	●

Northwest Regional Educational Laboratory
710 S.W. Second Ave.
Portland, Oregon 97204

PRODUCT

PEGASUS/PACE Continuous Progress Reading Program

DEVELOPER

Tuscaloosa City Schools
Tuscaloosa, Alabama

Descriptors
Reading Programs
Elementary Secondary Education
Individualized
Continuous Progress Plan
Inservice Teacher Education
Team Teaching
Diagnostic Teaching

Overview

Project PEGASUS/PACE seeks to accelerate student's reading achievement and to help teachers enhance their effectiveness through a locally developed personalized program of continuous learning. Learners are grouped and subgrouped according to diagnosed needs; personalized instruction employs a variety of approaches to teaching reading. The time required depends on individual need.

Target Audience

Kindergarten through grade 8.

Rationale & General Objectives

The reading curriculum materials are based upon the principle that each child is an individual whose learning experiences should be determined by his/her own rate and pattern of development. The intent of the project is to:

- accelerate students' reading achievement through a continuous learning plan for basic communication and reading skills
- help teachers enhance their effectiveness through conducting personalized instruction

Implementation Requirements

The program is implemented by classroom teachers. Training is required prior to and during implementation. Adopter sites are encourage to schedule released time on a regular basis for staff development. Demonstrations, observation, training workshops and workshops for second generation trainers are held periodically at PEGASUS/PACE schools. Training is also available for out-of-state adopters on a cost shared basis.

Services Available

During each operational year, project staff will conduct seminars, ½ day in-service sessions and a summer workshop.

Approval

USOE Dissemination Review Panel
Northwest Reading Consortium (1976)

Materials/Costs

Adopting schools may reproduce copyrighted materials for each of 17 levels the master volume contains:

Objectives and Skills Check Sheet
Teacher Guide and Key
Learner-Use Diagnostic Instrument
Learner-Use Answer Sheets for Levels 9-16

Master Volume--$40
Trainer's Kit (optional)--$50
Labels for the Resource File--$5/set
Reproduction Costs: approximately $.60 per student per year

Evaluation (Evidence of Effectiveness)

Based upon pre-post Gates-MacGinitie Reading Test scores, PEGASUS students made the following gains during an 8 month instructional period:

- Approximately 40% of the students either gained 1.8 years or scored at least one year above grade level in reading achievement.
- Another 15% gained 1.3 years or scored at least ½ year above grade level.
- An additional 20% gained .8 years or scored at least at grade level.

These gains reversed a previous steady trend of regression in student achievement scores.

Assurances & Claims

The program is compatible with any organizational staff arrangement, such as open-space, nongraded or self-contained classrooms.

Contact

Dr. Marie Sinclair, Project Director
PEGASUS/PACE
Tuscaloosa City Schools
1100 - 21st Street, East
Tuscaloosa, Alabama 35401
(205)758-2323

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	●
	Language Usage	
	Listening	
	Phonics	●
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	●
	Word Recognition	●
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	●
	Corrective Reading	
	Cross-Age Teaching	●
	Diagnostic/Prescriptive	●
	Directed Teaching	●
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	●
	Individualized	●
	Laboratories	
	Parent Participation	
	Student Motivation	
	Team Teaching	●
	Tutors	●

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	●
	Tests and Assessment	●

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

A Positive Reinforcement System for Middle School Students/ Project Success

DEVELOPER

Atlanta Public Schools
Atlanta, Georgia

Descriptors

Reading Programs
Elementary Secondary Education
Reading Comprehension
Behavior Change
Individualized Instruction
Team Teaching
Class Management

Overview

This program applies behavior-modification techniques to promote desirable classroom behavior and academic behavior resulting in fewer classroom disruptions and improved performance in reading and mathematics. The pupils in this program are nongraded and grouped according to ability and current level of achievement. The program also involves team teaching, flexible scheduling and independent study.

Target Audience

Elementary and middle school students.

Rationale & General Objectives

A major hypothesis of the project is that positive reinforcement is more effective than punishment in bringing about improvement in behavior or learning. Project goals are to:

- provide learning experiences commensurate with the pupil's ability and previous background
- provide materials and instruction necessary for the improvement of the pupil's basic reading skills
- provide positive reinforcement for the pupils in an effort to enhance academic achievement.

Implementation Requirements

Project teachers attend a 4 week summer workshop in order to familiarize themselves with the principles of the success technique. Classrooms are then organized to implement: 1) social and token reinforcement strategies, 2) flexible use of classroom space, and 3) task-oriented success curriculum and pupil-focused interest centers.

Services Available

Training is required prior to implementation.

Approval

Northwest Reading Consortium (1976)

Materials/Costs

Success Environment (booklet)

Program materials and implementation costs are approximately $803 per pupil at each grade level (middle school).

Evaluation (Evidence of Effectiveness)

Project pupils gained 7 months reading growth during a 7 month period compared to 5 months by control pupils, as measured by the California Achievement Test. Evidence also indicated that Project Success techniques had beneficial effects upon general academic aptitude (IQ). No data from replication sites were reported.

Assurances & Claims

The application of the success technique throughout the school year produced: 1) a more reinforcing, less punishing classroom environment with few disruptions and a high degree of task involvement; and 2) increased academic aptitude and greater academic achievement than traditional methods of teaching.

Contact

Gail Russell, Research Assistant
Atlanta Public Schools
224 Central Avenue, S.W.
Atlanta, Georgia 30303

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	●
Decoding	
Language Usage	
Listening	
Phonics	
Speaking	
Speed	
Spelling	
Structural Analysis	
Word Recognition	
Writing	

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	●
Science	
Social Studies	
Physical Education	
Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	●
Centers	
Continuous Progress	
Corrective Reading	
Cross-Age Teaching	
Diagnostic/Prescriptive	
Directed Teaching	
Exploratory Reading	
Gaming · Simulation	
Group Instruction	
Individualized	●
Laboratories	
Parent Participation	
Student Motivation	●
Team Teaching	●
Tutors	

SPECIALIZED PROGRAMS	
Staff Development	●
Management System	
Tests and Assessment	

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Portland, Oregon 97204

PRODUCT

Project Success--Enrichment Component

DEVELOPER

North Kitsap School District
Poulsbo, Washington

Descriptors

- Instructional Programs
- Middle Schools
- Gifted
- Enrichment Activities
- Language Enrichment
- Art Education
- Science Education

Overview

This program is designed to provide enrichment activities in the areas of language arts, art, electricity and marine science for gifted and talented students in grades 4-6. After screening, students are instructed by enrichment teachers for two hours per week in each subject area. The program emphasizes active participation and development of higher level thinking processes.

Target Audience

Gifted and talented students in grades 4-6.

Rationale & General Objectives

The Project Success Enrichment Program grew out of the recognition that a number of elementary children had stopped advancing due to the lack of appropriate programs. The purposes of the program are to identify high-aptitude students, involve them in enrichment activities in language arts, art and science, and encourage active participation through hands-on activities, development of higher level thinking processes, shared decision making and evaluation.

Implementation Requirements

For 120 students the program requires an Enrichment Center, an experienced teacher in enrichment programs and three non-certified paraprofessional instructors. Two hours are required per week for each program area. At the program site a number of special field exercises or workshops with community members (artists and scientists) have also been held. Instructional packets and identification and evaluation instruments are available.

Services Available

Inservice training is available.

Approval

Northwest Reading Consortium (1977)

Materials/Costs

Language Arts Program supplies include program developed packets and books from commercial publishers—$524/class; $61.50/student.

Marine Science Program supply needs and costs will depend on currently available laboratory equipment.

Art Program supplies include art materials for various media—$395/class; $39.50/student.

Electricity Program supplies include program developed materials and commercially available books and electrical equipment—$408/class; $42/student.

Evaluation (Evidence of Effectiveness)

Standardized tests were not used to evaluate the Language Arts portion of the project. Instead, an experienced panel judged paired pre-post responses to locally developed instruments in the areas of poetry and prose writing. The panel reviewed paired responses of both project and non-project students. Results indicated that a statistically significant proportion of the "better" ratings were assigned to post responses of Project Success Enrichment Program students.

Assurances & Claims

In addition to accelerated academic growth in program subjects, participating students have also shown increased motivation in other school subjects in the regular classroom. Student attention span increased in both large and small instructional settings.

Contact

Carolyn Gaab, Curriculum Coordinator
Office of Special Services
North Kitsap School District #400
150 High School Road South
Poulsbo, Washington 98370
(206)779-3971

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	
	Language Usage	
	Listening	
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	●

CONTENT AREAS	Business	
	Fine Arts	●
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	●
	Social Studies	
	Physical Education	
	Vocational Technical	●

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	●
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	●
	Individualized	●
	Laboratories	
	Parent Participation	
	Student Motivation	●
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	
	Tests and Assessment	●

Northwest Regional Educational Laboratory
[illegible]

PRODUCT

Right to Read (San Diego)

DEVELOPER

Woodrow Wilson Junior High
San Diego, California

Descriptors
Reading Programs
Elementary Secondary Education
Management Systems
Inservice Teacher Education
Diagnostic Teaching
Reading Centers
Individualized Instruction

Overview

Right to Read is a program to help students become better readers by creating a school situation where teachers can generate and utilize concepts which work best for their students. This includes training teachers to use subject-oriented materials in their own classrooms in conjunction with tutoring assistance and a reading center. Instructional methods are based on the level of the students.

Target Audience

Teachers and students in middle schools, junior high schools and high schools.

Rationale & General Objectives

The program emphasis is on staff development. The goals are as follows:

For teachers:
- to train teachers in a diagnostic/prescriptive approach to teaching reading
- to help them use appropriate reading materials
- to give them time to create materials and concepts to use with students

For students:
- to improve their desires to read
- to improve their comprehension of written material
- to increase their reading rates

Implementation Requirements

Teachers are assisted by teacher assistants, community volunteers and ninth grade tutors. Students whose reading skills are particularly low attend special centers where they receive intensive individual attention. Content in English and Social Studies is individualized to heighten student interest and to insure they receive only course materials they are capable of reading.

Services Available

Training is required prior to implementation.

Approval

USOE Dissemination Review Panel
Right to Read
Joint Dissemination Review Panel (1974)
Northwest Reading Consortium (1976)

Materials/Costs

Instructional Handbook--$1
Management Handbook--$1
Content Area Teaching Packet--$2
Diagnostic Prescriptive Packet--$2
Right to Write--$1

Other inexpensive or free materials (contact the project for full listing).

State-adopted and other commercially prepared materials covering a range of reading abilities and student interest levels have been utilized.

Evaluation (Evidence of Effectiveness)

The gains over a 6 month period as measured by the California Test of Basic Skills were: a) an average gain of 1.8 months growth for each month of instruction in vocabulary; and b) an average gain of 3.0 months growth for each month of instruction in reading.

Assurances & Claims

Right to Read differs from many previous attempts to solve reading problems. It is a process, not a program, and addresses causes rather than symptoms. Commitment, not money, is the key to success. R_2R is a national effort to eliminate illiteracy and to develop positive attitudes about learning.

Contact

Valerie G. Musso, Resource Teacher
Right to Read
Woodrow Wilson Junior High
3838 Orange Avenue
San Diego, California 92105

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	
	Language Usage	
	Listening	
	Phonics	
	Speaking	
	Speed	●
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	
CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	●
	Physical Education	
	Vocational/ Technical	
INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	●
	Continuous Progress	●
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	
	Individualized	●
	Laboratories	
	Parent Participation	
	Student Motivation	●
	Team Teaching	
	Tutors	●
SPECIALIZED PROGRAMS	Staff Development	●
	Management System	●
	Tests and Assessment	●

Northwest Regional Educational Laboratory
[illegible]
Portland, Oregon [illegible]

PRODUCT

Systematic Approach to Reading Improvement (SARI)

DEVELOPER

Program Development Center
Chico, California

Descriptors

Reading Programs
Elementary Grades
Reading Comprehension
Management Systems
Individualized Instruction
Parent Participation
Reading Skills

Overview

SARI is designed to enhance reading skills at each grade level (K-8) by identifying and pursuing performance objectives in vocabulary, word analysis, comprehension and oral reading. Teachers, parents and the students themselves keep records showing each student's position on the continuum of skills. SARI requires up to 4 hours per week. The time required depends on the implementation plan.

Target Audience

K-8

Rationale & General Objectives

The program is based on the belief that the ability to read well is dependent on early and ongoing basic skill development. Program goals are to:

- improve reading skills through individualized instruction
- provide a comprehensive classroom management system
- increase teacher proficiency
- improve parent/school communication
- provide a model for change in other curricular areas
- focus on critical reading skills

Implementation Requirements

No special training or setting is required, though teachers, parents and students are encouraged to share evaluations and recommendations. Placement tests are administered initially. Pre- and post-tests are administered for each performance objective when required for instruction.

Services Available

Awareness and inservice workshops are part of the program.

Approval

Northwest Reading Consortium (1977)

Materials/Costs

Teacher's Manual--$25
Other basic materials vary in cost depending upon the grade level to which they apply. No booklet or set of 25 tests exceeds $2.

Supplementary materials:
SARI Activity Kit (games, worksheets, instructional ideas)--$95
Centers Anyone?--$3
How to Deal Book--$2

Materials are not copyrighted to allow schools and districts to duplicate if desirable.

Evaluation (Evidence of Effectiveness)

The following CTBS Test results provide evidence that SARI had a positive impact on student reading achievement:

Year		Average Gain Score
1969-70	Year prior to implementation	.92 years
1970-71	Planning year	1.03 years
1971-72	First year of implementation	1.10 years
1972-73	Second year of implementation	1.14 years

The average gain score showed a consistent upward trend which was not statistically significant. However, the number of classroom gain scores during the 4 year period were significant.

Assurances & Claims

Early evaluation reports indicate considerable efficacy of the SARI system in increasing performance scores.

Contact

Center for Dissemination of Innovative Programs
Phi Delta Kappa
Eighth Street and Union Avenue
Box 789
Bloomington, Indiana 47401
(812) 339-1156

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	●
Decoding	
Language Usage	
Listening	
Phonics	
Speaking	
Speed	
Spelling	
Structural Analysis	●
Word Recognition	●
Writing	

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	
Science	
Social Studies	
Physical Education	
Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	
Centers	●
Continuous Progress	●
Corrective Reading	
Cross-Age Teaching	
Diagnostic/Prescriptive	●
Directed Teaching	
Exploratory Reading	
Gaming/ Simulation	●
Group Instruction	
Individualized	●
Laboratories	
Parent Participation	●
Student Motivation	
Team Teaching	
Tutors	

SPECIALIZED PROGRAMS	
Staff Development	
Management System	●
Tests and Assessment	●

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Systematic Progress in Reading and Literature (SPIRAL)

DEVELOPER

Research for Better Schools, Inc.
Philadelphia, Pennsylvania

Descriptors

Reading Programs
Elementary Grades
Management System
Student Motivation
Reading Comprehension
Literature Appreciation
Developmental Reading

Overview

SPIRAL is designed to improve reading comprehension and increase appreciation of literature through the development of critical reading strategies. The basic instructional unit is called a theme, and the four themes--Animal Encounters, Communication, Conflict and Searching contain four levels of materials. Students normally complete two themes per year.

Target Audience

Students in grades 4-6 who are reading at 3rd grade level or above.

Rationale & General Objectives

SPIRAL is intended to develop reading skills and promote literary appreciation for all intermediate age students and to build motivation and self-esteem through successful reading experiences. Program goals are to:

- teach basic comprehension skills in the context of concept development
- nurture interest in reading for enjoyment as well as knowledge acquisition and utilization
- teach self-management skills through decision-making and problem solving
- enhance self-esteem through self-confidence and self-understanding.

Implementation Requirements

The program requires one teacher per class and does not require aides. The training manual is self-instructional, and training can be accomplished under the leadership of a school staff member. Program materials may be used in regular classrooms, learning centers or reading laboratories and are adaptable for individual or group instruction. Instructional units--or "themes" are also adaptable to a variety of teaching styles.

Services Available

The program is self-contained; no special servies are required.

Approval

Northwest Reading Consortium (1977)

Materials/Costs

Materials for each of the four themes include:

- Anthologies
- Teacher Guided Discussion Lessons
- Reading Strategies
- Application Activities
- Skill Modules
- Skill Post Tests (2 forms)
- Skill-Related Activities
- Study Skills
- Student Independent Reading Bibliography
- Teacher's Guide

In addition, the program contains a Teacher Preparation Package.

Initial Installation Cost (with consumables)--$1,732 per class of 35
Average Continuation Cost--$3 per student

Evaluation (Evidence of Effectiveness)

The California Achievement Test (CAT) was used to collect pre- and posttest reading achievement data during the developmental stages of SPIRAL. The effectiveness of Themes I and II was measured separate from Themes III and IV. Statistically significant positive differences between pre- and posttest means were found on the following sections of the CAT:

Themes I and II	Themes III and IV
5th Grade: Vocabulary Subtest 6th Grade: Vocabulary Subtest, Total Reading	5th and 6th Grade: Vocabulary Subtest, Comprehension Subtest, Total Reading

Assurances & Claims

SPIRAL is developmental, presents quality literature, has a variety of learning modes, is individualized, encourages self-learning and allows for flexibility of teaching style. All materials have been carefully analyzed for social fairness.

Contact

Helen Felsenthal, Coordinator
Language Arts Program
Research for Better Schools, Inc.
Suite 1700
1700 Market Street
Philadelphia, Pennsylvania 19103
(215)561-4100

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	●
Decoding	
Language Usage	
Listening	
Phonics	
Speaking	
Speed	
Spelling	
Structural Analysis	
Word Recognition	
Writing	

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	
Science	
Social Studies	
Physical Education	
Vocational. Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	●
Centers	●
Continuous Progress	●
Corrective Reading	●
Cross-Age Teaching	
Diagnostic/Prescriptive	●
Directed Teaching	
Exploratory Reading	●
Gaming Simulation	
Group Instruction	●
Individualized	●
Laboratories	●
Parent Participation	
Student Motivation	●
Team Teaching	
Tutors	

SPECIALIZED PROGRAMS	
Staff Development	
Management System	●
Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Systems Approach to Individualized Instruction (SAII)/
Manzanita

DEVELOPER

Descriptors
Reading Programs
Elementary Education
Elective Reading
Mathematics
Multimedia Instruction
Individualized Instruction
Diagnostic Teaching

Overview

This individualized program provides for systematic instruction in reading and mathematics. The project has developed criterion referenced tests and learning modules for 155 reading skills and for 200 computational skills. Paperback books are used to develop reading skills, accompanied by sets of teacher questions and student workbooks.

Target Audience

Students in grades 1-8.

Rationale & General Objectives

This program was constructed with the premise that children differ in ability, personality, background readiness and style of learning. The intent is to reverse the downward trend in achievement in the basic skills of reading, mathematics and language mechanics.

Implementation Requirements

The program may be adopted in any or all of the following areas: diagnosis (criterion referenced tests in math and reading), basic skill development (learning modules in reading and math), or comprehension components of reading. Training is essential for implementation.

Services Available

Awareness materials and sessions and both on-site and off-site training are available.

Approval

Joint Dissemination Review Panel (1973)
Oregon State Validation
Northwest Reading Consortium (1976)

Materials/Costs

Camera-ready set of project materials is available at cost.

Diagnostic Tests
Reading--$16/Math--$20
Learning Modules
Reading--$60/Math--$100
Comprehension Questions--$150
Reading Games--$15

One cassette per 12 students is needed.

Training costs will vary depending upon type and degree of adoption.

Evaluation (Evidence of Effectiveness)

After implementation of the project, a dramatic reversal of a declining trend in academic ability at the project school occurred. Evaluation data indicated that the Manzanita Project curriculum materials had a positive impact on the academic progress of project students.

Assurances & Claims

For the project school the evidence reviewed indicated: 1) the reversal of a declining trend in academic performance, 2) increased performance of students as they continued in the program, and 3) higher relative performance than students not in the project school.

Contact

Charles L. Barker
SAII Program
P.O. Box 345
Merlin, Oregon 97526
(503)479-3321

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	
	Language Usage	●
	Listening	
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	●
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Langeages	
	Language Arts	●
	Mathematics	○
	Science	
	Social Studies	
	Physical Education	
	Vocational/Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	○
	Directed Teaching	
	Exploratory Reading	●
	Gaming Simulation	
	Group Instruction	●
	Individualized	●
	Laboratories	
	Parent Participation	
	Student Motivation	
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	○
	Management System	
	Tests and Assessment	○

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710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Utah System Approach to Individualized Learning (U-SAIL)

DEVELOPER

U-SAIL Consortium
Salt Lake City, Utah

Descriptors
Reading Programs
Elementary Grades
Individualized Instruction
Diagnostic Teaching
Mathematics
Science
Spelling

Overview

The U-SAIL system is a practical approach to individualizing instruction. Students are scheduled according to mathematics or reading ability as determined by standardized tests, student records, teacher-devised tests, informal inventories, etc. The teacher teaches concepts, monitors and conferences with each student as needed. Ongoing development of teaching expertise is stressed.

Target Audience

Students in grades K-9.

Rationale & General Objectives

U-SAIL is designed to offer a humanized, practical, systematic approach to individualized instruction within the regular classroom.

Implementation Requirements

This system stresses continuous inservice experiences beginning with an intensive workshop before the program begins and followup seminars during the school year. It requires resourceful use of what is already available and wise acquisition of supports to better teaching: materials, resources or strategies.

Services Available

Consultant services are available at school district sites or at the U-SAIL center.

Approval

USOE Dissemination Review Panel
Northwest Reading Consortium (1976)
Pacesetter Award

Materials/Costs

Curriculum materials developed for:
- mathematics
- language arts
- science
- writing through spelling
- early childhood

Costs vary per student per content. Training costs are negotiable.

Evaluation (Evidence of Effectiveness)

The following data compare the means in reading for U-SAIL students as compared to gains for students not in the program (control) over two-year instructional periods:

Years	U-SAIL Mean Reading Gain	Control Mean Reading Gain
1971-73	3.1 years	2.2 years
1972-74	3.5 years	2.6 years
1974-76	2.7 years	2.1 years

In all cases, the differences between U-SAIL and control mean gains were statistically significant. In other replications data have shown statistically significant differences favoring U-SAIL students.

Assurances & Claims

U-SAIL students significantly outperformed control students across five independent replication samples. Favorable results were obtained regardless of teacher experience, test used as outcome measure (SAT, ITBS, CTBS, SRA), year of implementation (1971-75), grade level, geographic location, socio-economic background and racial-ethnic factors.

Contact

Dr. Carma Hales
Utah System Approach to Individualized Learning
2971 Evergreen Avenue
P.O. Box 9327
Salt Lake City, Utah 84109
(801) 486-5491

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	
	Language Usage	
	Listening	
	Phonics	●
	Speaking	
	Speed	
	Spelling	●
	Structural Analysis	
	Word Recognition	
	Writing	●

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	●
	Science	●
	Social Studies	
	Physical Education	
	Vocational Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	●
	Corrective Reading	●
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	●
	Individualized	●
	Laboratories	
	Parent Participation	
	Student Motivation	
	Team Teaching	●
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	●
	Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Wisconsin Design for Reading Skill Development (WDRSD):
Self-Directed, Interpretive and Creative Reading

DEVELOPER

The Wisconsin Research and Development Center
Madison, Wiscons

Descriptors

Reading Programs
Elementary Grades
Junior High Schools
Elective Reading
Interpretive Reading
Enrichment Activities
Reading Skills

Overview

The emphasis in this program is on providing children with systematic exposure to selected skills, rather than on providing criterion-referenced assessment and instruction. The program may be used in a multi-aged or traditional classroom. Since there is no sequencing of skills or activities, the program may be used as a specific focus for a language arts class or as a supplement. The time required varies depending upon the skill.

Target Audience

Elementary and junior high students and their teachers.

Rationale & General Objectives

This program is based on the assumption that a well-rounded reading curriculum must include opportunities for students to practice their self-directed, interpretive and creative reading skills. The main program goals are to:

- help teachers systematize and focus their instruction
- help students focus on their learning tasks
- provide both the teacher and the student with an invitation to explore issues of particular interest to them.

Implementation Requirements

Implementation may be carried out by the classroom teacher or librarian. The program works most effectively if the staff shares ideas and experiences regarding the skills.

Services Available

Inservice teacher training is available and recommended, though it is not necessary for program implementation.

Approval

Northwest Reading Consortium (1976)

Materials/Costs

Teacher's Planning Guide
Pupil Profile Card
Wall Chart
Teacher's Resource File

Total product installation on the basis of 1:25-30 teacher-to-pupil ratio in an elementary school of 600 would approximate $.47 per pupil. Successive annual costs would approximate $.08 per pupil.

Evaluation (Evidence of Effectiveness)

Only descriptive data was available. At present, evaluation data focused on development but not utilization.

Assurances & Claims

Activity suggestions in the teacher's resource file have been reviewed to eliminate any form of social bias, ethnic or sexual stereotyping. All materials were prepared by highly trained specialists in curriculum, measurement and evaluation.

Contact

Lou Kessler, Representative
Educational Systems Division
National Computer Systems, Inc.
1538 Peridot Drive
Livermore, California 94550
(415) 447-5935

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	
	Language Usage	●
	Listening	●
	Phonics	
	Speaking	
	Speed	●
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	●

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	
	Directed Teaching	
	Exploratory Reading	●
	Gaming/Simulation	
	Group Instruction	
	Individualized	
	Laboratories	
	Parent Participation	
	Student Motivation	●
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	
	Management System	●
	Tests and Assessment	

Northwest
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Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Wisconsin Design for Reading Skill Development (WDRSD): Study Skills

DEVELOPER

The Wisconsin Research and Development Center
Madison, Wisconsin

Descriptors

Educational Programs
Management System
Early Childhood Education
Elementary Secondary Education
Study Skills
Content Reading
Inservice Teacher Education

Overview

WDRSD is an objective-based management system. The Study Skills element of the WDRSD is composed of 71 skills organized into three subdivisions and arranged in correspondence to traditional grade levels. Skills are taught sequentially during reading, math or social studies period. This system may be used in a multi-aged or a traditional classroom.

Target Audience

Students from kindergarten through junior high and their teachers.

Rationale & General Objectives

This skill-oriented approach to reading is based on the assumption that if children master essential skills they will be successful readers. Major goals are to enable students to:

- derive information from maps, graphs and tables
- competently use standard reference sources
- independently locate and make use of information from several types of sources.

Implementation Requirements

Teacher inservice training is mandatory to acquaint the teacher with the system in order to match appropriate skills with locally available published materials. Teacher communication, organization, cooperation and flexibility are required to implement the study skills element.

Services Available

Training is essential for implementation.

Approval

Northwest Reading Consortium (1976)

Materials/Costs

Wisconsin Tests of Reading Skill Development
Pupil Profile Cards
Teacher's Resource File
Teacher's Planning Guide

The Starter Kit and Spirit masters for 1 year (based on six teachers and 245 students) amount to approximately $2.00 per child. Continuation costs for successive years would be approximately $.45 per pupil. (1976 cost information)

Evaluation (Evidence of Effectiveness)

For all grade levels and subtests, the program students either matched or exceeded the study skills achievement of the control (baseline) students, as measured by the Comprehensive Test of Basic Skills or the Iowa Test of Basic Skills. No tests of statistical significance are reported.

Assurances & Claims

Every effort has been made to eliminate content which could be interpreted as perpetuating biases relating to religion, age, sex or socio-economic status. Development of tests and instructional materials followed tryouts, pilot tests and field tests over a period of 4 years.

Contact

Lou Kessler, Representative
Educational Systems Division
National Computer Systems, Inc.
1538 Peridot Drive
Livermore, California 94550
(415) 447-5935

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	
	Language Usage	
	Listening	
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	●
	Science	
	Social Studies	●
	Physical Education	
	Vocational/Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	●
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming/Simulation	
	Group Instruction	
	Individualized	●
	Laboratories	
	Parent Participation	
	Student Motivation	●
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	
	Management System	●
	Tests and Assessment	

Northwest Regional Educational Laboratory
[illegible]

PRODUCT

Communication Skills Improvement Center

DEVELOPER

West Junior High School
Nampa, Idaho

Descriptors
Reading Programs
Junior High Schools
Reading Centers
Multimedia Instruction
Inservice Teacher Education
Tutors
Teacher Developed Materials

Overview

Communication Skills Improvement Center is designed to stimulate interest in reading-related skills in junior high school students. The program includes special mini-courses in reading, inservice training for teachers, and the use of community volunteers and special reading and media centers. Reading counselors guide students in setting goals for self-improvement.

Target Audience

Junior high school students.

Rationale & General Objectives

The program is based on the belief that the ability to comprehend at abstract levels required for academic competence often does not develop until early adolescence. Thus, it is critical that continued training in reading and comprehension skills be available for junior high students to maximize growth. The program seeks to improve student reading skills, teacher proficiency, and organization of the reading program.

Implementation Requirements

The program has several components--inservice training sessions for teachers, training and use of volunteers, special reading and media centers, a required mini-course in reading, individual weekly conferences with a reading counselor, and a daily period of sustained, silent reading. Attractive, readable books and magazines, as well as a variety of electronic video equipment, are found in the reading and media centers. Mini-courses in reading enjoyment, ranging from 6-12 weeks, are required of all students.

Services Available

Training is an integral part of the program.

Approval

Northwest Reading Consortium (1976)

Materials/Costs

Audiovisual equipment for media center
Magazines, books and newspapers for reading center
Staff-developed inservice packet

Per pupil costs include planning, equipping and operating. Startup--$42.87; second year--$37.50; third year--$31.25.

Evaluation (Evidence of Effectiveness)

Both of the following reading skill objectives were either met or exceeded as measured by the Nelson Reading Test:

1. An overall yearly mean gain of 10 months for all students.
2. A yearly mean gain of seven months for "clinic students."

Assurances & Claims

A scale developed to measure the more subjective matter of attitude toward reading--together with informal comments gathered from students--indicate that positive attitudes toward reading have been greatly enhanced through program participation.

Contact

Mrs. Beverly A. Laird
Communication Skills Improvement Center
West Junior High School
808 Central Midland Blvd.
Nampa, Idaho 83651
(208) 467-2118

INSTRUCTIONAL PROBLEM AREAS	Comprehension	
	Decoding	
	Language Usage	●
	Listening	
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	●
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	
	Directed Teaching	
	Exploratory Reading	●
	Gaming/Simulation	
	Group Instruction	
	Individualized	●
	Laboratories	
	Parent Participation	
	Student Motivation	●
	Team Teaching	
	Tutors	●

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	
	Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Functional Reading for Maryland

DEVELOPER

Maryland State Department of Education
Baltimore, Maryland

Descriptors

Reading Programs
Early Childhood Education
Elementary Secondary Education
Multimedia Instruction
Functional Reading
Inservice Teacher Education
Study Skills

Overview

The program was designed to be an integral part of the ongoing reading program of each school. It makes available a variety of materials, not simply textbooks but "real" print and nonprint media, to prepare the student to meet the reading demands for functioning and surviving in society. "What" and "when" components have been identified for each of the reading goal areas with concomitant mastery age expectancies.

Target Audience

Students in grades 1-12.

Rationale & General Objectives

The program is based on the belief that functional reading should be a component of each student's reading program to ensure that the individual can meet the reading demands of society: 1) following directions, 2) locating references, 3) attaining personal development, 4) gaining information, and 5) understanding forms.

Implementation Requirements

Existing school personnel are given inservice training of about 2 hours. The resource manual contains a sampling of activities, games and ideas to help teachers understand how to teach the competencies in the area of functional reading. Since these activities are not identified by grade or reading level, the individual teacher's interest, creativity and understanding of the reading level of students should enable him/her to expand the activities presented to students.

Services Available

Teacher training is an integral part of the program.

Approval

Northwest Reading Consortium (1976)

Materials/Costs

Resource Manual

The cost of instructional materials for a class of 30 is $10. The total annual per-pupil cost of this program is less than $50.

Evaluation (Evidence of Effectiveness)

The following Maryland statewide reading results were obtained using the Maryland Basic Skills Reading Mastery Test:

Categories	% at 80%+ Level	
	Grade 7	Grade 11
Locating References	69%	70%
Understanding Forms	62%	80%
Gaining Information	56%	81%
Following Directions	72%	84%

Sixty-five percent of Grade 7 students and 80% of Grade 11 students scored at the desired competency level on the total test. Since the baseline data was collected for 1975 no pre/post data was available. No test of significance was reported.

Assurances & Claims

Specific materials included in the five reading categories were established by having more than 2,000 Maryland citizens identify their basic survival reading needs in a society.

Contact

Richard M. Petre
Consultant in Reading
Maryland State Department of Education
Box 8717, Friendship Airport
Baltimore, Maryland 21240
(301) 796-8300

INSTRUCTIONAL PROBLEM AREAS

Comprehension	●
Decoding	
Language Usage	●
Listening	
Phonics	
Speaking	
Speed	
Spelling	
Structural Analysis	
Word Recognition	●
Writing	

CONTENT AREAS

Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	
Science	
Social Studies	
Physical Education	
Vocational/ Technical	

INSTRUCTIONAL STRATEGIES

Behavior Change	
Centers	
Continuous Progress	●
Corrective Reading	●
Cross-Age Teaching	
Diagnostic/Prescriptive	
Directed Teaching	
Exploratory Reading	
Gaming Simulation	
Group Instruction	
Individualized	
Laboratories	
Parent Participation	
Student Motivation	
Team Teaching	
Tutors	

SPECIALIZED PROGRAMS

Staff Development	●
Management System	
Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Futureprint

DEVELOPER

De Anza Junior High School
Ontario, California

Descriptors Reading Programs
Junior High Schools
Reading Centers
Individualized Instruction
Diagnostic Teaching
Developmental Reading
Bilingual Students

Overview

In the supportive environment of a reading center, students receive instruction that is individualized, personalized and contractual. Diagnostic test results enable teachers to write prescriptions for each student. After the study plan (contract) is completed (in 20 working days), formal evaluation is made by both teacher and student. All English classes use the reading center on a rotational basis for 3-week periods.

Target Audience

Grades 7 and 8.

Rationale & General Objectives

The Futureprint program is based on the idea that an individualized and supportive approach to teaching reading can:

- meet the reading needs of all students
- provide for growth in their reading achievement
- improve self-concepts
- provide counseling as an integral part of the reading program

Implementation Requirements

All staff members--the reading specialist who directs the program, 3 reading teachers (2 reading specialists and 1 bilingual curriculum specialist), 1 bilingual counselor, 4 instructional aides (3 should be bilingual)--receive inservice training. The reading center should have comfortable furnishings plus a wide variety of multi-level, multi-sensory instructional materials of high interest to students.

Services Available

Inservice training is required prior to implementation.

Approval

California State Validation (1973-4-5-6)
Northwest Reading Consortium (1976)

Materials/Costs

Reading in a Supportive Environment
  (Overview booklet)
De Anza Designs Resources in Reading
  (description of materials)
Insights and Suggestions for Teaching
  E.S.L. Students
Diagnosis
Materials packets, including:
  Values Clarification
  Bilingual Counseling
  Preschool Library and Story Hour
  Student Record Forms, Profile
  Contract and Inventory
  De Anza Designs a Management System
    for Reading (operational procedures)

Costs will depend on existing school resources.

Evaluation (Evidence of Effectiveness)

Following a 7 month period in the project, students demonstrated an average gain of 2.5 months for each month of instruction in the reading center. This exceeded the project goal of 1.2 months gain per instructional month, as measured by the California Test of Basic Skills.

Assurances & Claims

The California State Department of Education commended this program as "most effective," the top rating a project can receive.

Contact

Ann Glaser, Project Specialist
Futureprint
De Anza Junior High School
1450 S. Sultana Avenue
Ontario, California 91761

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	●
Decoding	
Language Usage	
Listening	●
Phonics	●
Speaking	
Speed	
Spelling	
Structural Analysis	●
Word Recognition	●
Writing	

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	
Science	
Social Studies	
Physical Education	
Vocational Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	●
Centers	●
Continuous Progress	●
Corrective Reading	●
Cross-Age Teaching	
Diagnostic/Prescriptive	●
Directed Teaching	
Exploratory Reading	
Gaming Simulation	
Group Instruction	
Individualized	●
Laboratories	
Parent Participation	
Student Motivation	●
Team Teaching	●
Tutors	

SPECIALIZED PROGRAMS	
Staff Development	●
Management System	●
Tests and Assessment	

Northwest
Regional
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Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Norris Middle School Reading/English Rotation Project

DEVELOPER

Norris Middle School
Thomson, Georgia

Descriptors

Reading Programs
Junior High Schools
Middle Schools
Learning Laboratories
Diagnostic Teaching
Continuous Progress Plan
Individualized Reading

Overview

The major components of the project are identification, grouping, instruction and evaluation. The project serves those children in grades 6-9 who are most in need of extra help to improve their reading skills. Participants are identified according to results yielded from administration of the SRA Achievement Test and diagnostic tests. They are placed in groups of 50 each which rotate among 3 classrooms.

Target Audience

Students in Grades 6-9.

Rationale & General Objectives

The program is based on the idea that all students can learn in an environment which maximizes individual skill development. Program goals are for students to:

- improve academic performance
- become functionally literate
- build daily success patterns

Implementation Requirements

After students are identified and grouped the staff requirements for the classrooms are as follows:

- for the basic English skills classroom--1 English teacher, 1 paraprofessional
- for the developmental reading classroom--1 developmental reading teacher, 1 paraprofessional
- for the skills lab--1 reading specialist, 2 paraprofessionals.

Services Available

Awareness materials are available and awareness conferences may be scheduled. Training is provided by the project.

Approval

Northwest Reading Consortium (1977)
USOE Dissemination Review Panel (1973)

Materials/Costs

A wide variety of multilevel instructional material is utilized to teach specific skills.

First year cost--$360.42 per student per year; maintenance cost--$175-$200 per student (includes personnel costs). The cost for materials is $4-$5 per student.

Evaluation (Evidence of Effectiveness)

The Norris Middle School Reading/English Rotation Project had a positive impact on participating students as evidenced by the following data:

- 86% of the students had reading gains of 10 months or more
- the mean student reading gain was 17 months during a 9 month instructional period
- the average rate of student reading gain was 3 times what it had been for the students prior to involvement in the project
- 100% of the students read and shared at least 36 library books

Assurances & Claims

This project was funded by ESEA Title I and assurance is made that it conforms to federal regulations of serving students with the greatest educational need. It is an NDN Developer/Demonstrator project.

Contact

Ms. Marcelyn Hobbs
Norris Middle School
Harrison Road
Thomson, Georgia 30824

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	●
	Language Usage	●
	Listening	●
	Phonics	●
	Speaking	●
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	●

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	●
	Corrective Reading	●
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	●
	Exploratory Reading	
	Gaming, Simulation	
	Group Instruction	●
	Individualized	●
	Laboratories	●
	Parent Participation	
	Student Motivation	●
	Team Teaching	●
	Tutors	●

SPECIALIZED PROGRAMS	Staff Development	
	Management System	
	Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Project R-3

DEVELOPER

San Jose Unified School District
San Jose, California

Descriptors

Reading Programs
Junior High Schools
Inservice Teacher Education
Integrated Curriculum
Parent Participation
Diagnostic Teaching
Reading Games

Overview

The R-3 curriculum integrates reading, math and social studies in such a way that skills learned in one class are practiced and reinforced in others. R-3 refers to student Readiness, subject Relevance and Reinforcement of learning. Students are assigned work for which they are academically ready, which is relevant to their concerns and which is reinforced by instructional coordination among their teachers.

Target Audience

Junior high school students.

Rationale & General Objectives

Project R-3 is designed to:

- upgrade essential reading and mathematics skills
- make students ready to learn
- make learning relevant
- reinforce positive attitudes and behavior.

Implementation Requirements

For a student body of 260 it is necessary to have 1 fulltime project director, 1 fulltime curriculum resource teacher, 9 certified teachers (3 each for reading, math and social studies). Each teacher's classroom should be reorganized to fit the requirements of his/her own component curriculum. Furnishings which enhance flexibility and reduce noise are necessary. Storage locations must be plentiful and offices for directors are necessary.

Services Available

Training must be initiated prior to fall opening of school and continued on daily basis throughout the school year.

Approval

USOE Dissemination Review Panel
Packaged Information Packages (PIP)
Northwest Reading Consortium (1976)

Materials/Costs

Project Management Directory
Project Orientation Materials
Materials/Equipment Catalog
Evaluation Manual
Manuals: Teacher's Curriculum Resource, Principal's

The total per pupil expenditure for R-3 is estimated at $443 (including staff).

Evaluation (Evidence of Effectiveness)

The R-3 students averaged a 1.0 year grade-equivalent gain in reading, which exceeded the average gain of control students. Gains by R-3 students were statistically significantly greater than expected gains.

Assurances & Claims

Based on achievement gains, R-3 was one of the top six of the nation's best reading and/or math projects for under-achieving students.

Contact

Mrs. Pauline Perrazzo, Director
Project R-3
Herbert Hoover Junior High School
1450 Naglee Avenue
San Jose, California 95126

OR

Nick LeCuyer, Director
Northwest PIP Diffusion Project
Yakima School District
104 N. Fourth Avenue
Yakima, Washington 98902
(509) 575-3439

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	●
	Language Usage	●
	Listening	●
	Phonics	●
	Speaking	
	Speed	
	Spelling	●
	Structural Analysis	●
	Word Recognition	●
	Writing	●

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	
	Mathematics	●
	Science	
	Social Studies	●
	Physical Education	
	Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	●
	Centers	●
	Continuous Progress	
	Corrective Reading	●
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	●
	Gaming Simulation	●
	Group Instruction	●
	Individualized	●
	Laboratories	●
	Parent Participation	●
	Student Motivation	●
	Team Teaching	●
	Tutors	●

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	
	Tests and Assessment	

Northwest Regional Educational Laboratory
[illegible]
Portland, Oregon [illegible]

PRODUCT

Reading Power for Madison Students

DEVELOPER

Madison High School
Portland, Oregon

Descriptors

- Reading Programs
- Secondary Education
- Diagnostic Teaching
- Team Teaching
- Tutors
- Learning Laboratories
- Content Reading

Overview

Through a variety of teaching methods used in the English/Social Studies curriculum, the RPMS program attempts to help ninth grade students to improve critical reading, thinking and problem-solving skills and thus help them become better learners. Students may be involved in independent study, small group discussions, class-size activities or large group presentations.

Target Audience

Grade 9 (The RPMS model is currently being adopted at other grade levels.)

Rationale & General Objectives

The program is based on the assumptions that the process is the essential content of any learning experience and that students learn in different ways, at different rates. The program goals are to build positive attitudes toward reading, improve vocabulary and comprehension, analyze and evaluate what is read and demonstrate critical thinking and problem solving through reading.

Implementation Requirements

Freshmen enroll in two-period block English/Social Studies courses that meet daily. The 4 phases of the course correspond to the 4 quarters of the school year. A communications laboratory is an integral part of RPMS. All students leave their English/social studies classrooms during regularly scheduled times to work in the laboratory. Teachers diagnose entry skill levels and work closely with the laboratory to prescribe learning activities appropriate for each student.

Services Available

The project director is available to help schools explore and adopt the RPMS model.

Approval

State of Oregon Validation
Northwest Reading Consortium (1976)

Materials/Costs

Competency profiles and tests
Teacher resource units in 9 areas
(Culture, Composition, Poetry, etc.)
Individual skill packages in 6 areas
(Fact and Opinion, Inference, etc.)
Operation Handbook

Costs are for teacher salaries, a reading lab aide and instructional materials.

Evaluation (Evidence of Effectiveness)

Districts adopting this project may wish to develop an evaluation design appropriate to their specific goals and student needs.

Assurances & Claims

All written RPMS units use a wide variety of learning methods to teach processes through content areas.

Contact

Judy Annus, RPMS Director
Madison High School
2735 N.E. 82nd Avenue
Portland, Oregon 97220

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	
	Language Usage	●
	Listening	
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	●
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	●
	Physical Education	
	Vocational/Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	●
	Gaming Simulation	
	Group Instruction	●
	Individualized	
	Laboratories	●
	Parent Participation	
	Student Motivation	
	Team Teaching	●
	Tutors	●

SPECIALIZED PROGRAMS	Staff Development	
	Management System	
	Tests and Assessment	●

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

SENIOR HIGH/ADULT

READING

PRODUCT

Columbia River Developmental Reading Program for Secondary Students

DEVELOPER

Brenda Miles and Barbara Mercer
Vancouver, Washington

Descriptors
Reading Programs
Secondary Education
Developmental Reading
Reading Comprehension
Diagnostic Teaching
Inservice Teacher Education
Vocabulary Development

Overview

The program is designed for use with junior high or high school students who want to improve their reading skills. Some individualized instruction is offered but classes are generally 25-30 students. Students are placed in one of two course levels and a variety of teaching methods and materials are used in each. The program emphasizes a developmental rather than a remedial approach.

Target Audience

Students reading at grade levels 6-12; reading teachers.

Rationale & General Objectives

The program is based on the idea that large, highly structured classes aid in motivating a student to develop the nec necessary skills to enjoy reading. Program goals are to:

- help students develop skills in reading comprehension, vocabulary and rate
- help students enjoy and practice reading

Implementation Requirements

All students are placed in one of course levels on the basis of standardized reading scores and teacher/counselor recommendation. They are given course outlines and special charts to use in assessing their own progress. Once a week, each class goes to a reading center for High Intensity Practice (HIP). Students have their choice of books, magazines, and newspapers, and at the end of each HIP session, spend 5-10 minutes writing in a journal. Reading speed, comprehension and vocabulary are enhanced through structured drills and reading along with taped novels.

Services Available

Consultant assistance is available.

Approval

Northwest Reading Consortium (1977)

Materials/Costs

Teacher's Manual
Commercially available resource materials
Tactics A, B, C, D

Startup costs are approximately $400 for Reading I or Reading II (30 students).

Evaluation (Evidence of Effectiveness)

During a one-semester instructional period, students in the Columbia River Reading Program gained an average of 14 months reading growth, as measured by the Nelson-Denny Reading Test. There were no tests of statistical significance

Assurances & Claims

Because the program utilizes existing classroom facilities, it would appear to be replicable in most communities.

Contact

Brenda Miles
Columbia River High School
800 N.W. 99th Street
Vancouver, Washington 98665
(206)696-7171

OR

Barbara Mercer
Hudson's Bay High School
1206 E. Reserve Street
Vancouver, Washington 98661
(206)696-7223

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	●
Decoding	
Language Usage	●
Listening	
Phonics	
Speaking	
Speed	●
Spelling	
Structural Analysis	
Word Recognition	●
Writing	●

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	
Science	
Social Studies	
Physical Education	
Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	
Centers	
Continuous Progress	●
Corrective Reading	
Cross-Age Teaching	
Diagnostic/Prescriptive	●
Directed Teaching	
Exploratory Reading	
Gaming Simulation	
Group Instruction	●
Individualized	
Laboratories	
Parent Participation	
Student Motivation	●
Team Teaching	
Tutors	

SPECIALIZED PROGRAMS	
Staff Development	
Management System	
Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Help One Student to Succeed (HOSTS)

DEVELOPER

Vancouver School District No. 37
Vancouver, Washington

Descriptors

Reading Programs
Elementary Secondary Education
Adult Education Programs
Inservice Teacher Education
Tutors
Community Involvement
Reading Comprehension

Overview

This program organizes reading curriculum materials, uses criterion-referenced tests, individual reading profiles and tutors in order to provide a personal approach to reading instruction. Reading specialists diagnose student reading deficiencies, select appropriate materials and activities, assess students continuously and give directions to tutors who provide one-to-one instruction.

Target Audience

Kindergarten through Grade 12; Adults

Rationale & General Objectives

The HOSTS program focuses on the use of human, material, and physical resoufces available in the community to improve reading. Major program goals are:

- to establish a community-based model to attack illiteracy
- to improve the reading achievement of students.

Implementation Requirements

Since staff training is necessary, 5-day workshops are offered by HOSTS staff prior to implementation. The key persons in HOSTS implementation are the reading specialist, his/her aide and the building principal.

Services Available

HOSTS staff members conduct training workshops.

Approval

USOE Dissemination Review Panel
Northwest Reading Consortium (1976)

Materials/Costs

Tutor Training Manual
HOSTS Cross-Reference Notebook

HOSTS startup costs range from $30 to $115 per pupil depending on reading resources already available and a continuation cost of $12 per pupil per year.

Evaluation (Evidence of Effectiveness)

The evidence of significant growth gains, as measured by the Gates-MacGinitie and Nelson Reading tests, may be attributed to the positive impact of the HOSTS project upon student reading achievement. For a 7 month period, the following groups achieved the corresponding average gains in comprehension and vocabulary:

Primary	1.08 years
Intermediate	1.08 years
Junior High	1.16 years
High School	1.57 years

This evaluation was considered to be exemplary.

Assurances & Claims

The HOSTS project achieved the distinction of being validated and judged worthy of national visibility which indicates its national educational significance.

Contact

Bill Gibbons, Executive Director
HOSTS Corporation
5802 MacArthur Blvd.
Vancouver, Washington 98661
(206) 694-1705

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	
	Language Usage	
	Listening	
	Phonics	
	Speaking	
	Speed	●
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	●
	Corrective Reading	●
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	
	Individualized	
	Laboratories	
	Parent Participation	●
	Student Motivation	
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	
	Tests and Assessment	●

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

High School Peer Tutoring (Homework Helpers) Program

DEVELOPER

New York City Public Schools
New York, New York

Descriptors

Educational Programs
Secondary Education
Mathematics
Learning Centers
Bilingual Students
Peer Teaching
Reading Skills

Overview

The High School Peer Tutoring Program is designed to provide tutoring in reading and math by high school and college students to high school students who live in disadvantaged areas. The program is designed to benefit the tutors as well as the tutees. Tutors working with one or two students at a time assist in vocabulary development, oral reading, comprehension and math skills. Students generally attend 2 hour sessions twice a week.

Target Audience

High School students and their tutors (high school or college).

Rationale & General Objectives

The basis for this program is the belief that important contributions to the educational development of culturally disadvantaged children can be made by other young people whose life experiences provide a basis for empathy. It is designed to:

- improve students' academic skill in math, reading and English as a Second Language
- improve students' work habits so that they can satisfactorily complete homework assignments
- improve the attitude of participants toward school and school-related activities

Implementation Requirements

The program requires a Peer Tutoring Tutorial Center in the high school. Each center consists of a teacher, two adult paraprofessionals and 12 high school tutors. Each center is in operation for 2 hours per day either before or after the students' regular school day. Training for all staff members is on-the-job. Teachers meet with coordinators and assistants on a regular basis. A series of monthly workshops for teachers and paraprofessionals are conducted throughout the year.

Services Available

Inservice training is an integral part of the program.

Approval

Northwest Reading Consortium (1976)

Materials/Costs

Commonly published materials including:
Reader's Digest
SRA: Rate Builders and Power Builders

Textbooks and instructional materials average $100 per center.

Evaluation (Evidence of Effectiveness)

Students in the program gained an average of 2.2 months reading achievement for each month of program participation, as measured by the Nelson Reading Test. These results were significantly higher than the predicted gain of .4 month (less than ½ month) gain per month based upon the students' previous growth rates. This evaluation was considered to be exemplary.

Assurances & Claims

The program has been described by USOE as an exemplary program worthy of replication.

Contact

Dr. Albert R. Deering
Citywide Coordinator
High School Peer Tutoring Program
Board of Education
347 Baltic Street
Brooklyn, New York 11201
(212)875-6660

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	
	Language Usage	
	Listening	
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	●
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	●
	Continuous Progress	●
	Corrective Reading	
	Cross-Age Teaching	●
	Diagnostic/Prescriptive	
	Directed Teaching	
	Exploratory Reading	
	Gaming Simulation	
	Group Instruction	
	Individualized	
	Laboratories	
	Parent Participation	
	Student Motivation	●
	Team Teaching	
	Tutors	●

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	
	Tests and Assessment	

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Portland Oregon [illegible]

PRODUCT

Learning to Read Through the Arts Program

DEVELOPER

Roosevelt Island Schools
New York, New York

Descriptors
- Instructional Programs
- Elementary Secondary Education
- Developmental Reading
- Art Education
- Multimedia Instruction
- Educationally Disadvantaged
- Measurement Techniques

Overview

This program has been designed to teach reading, art and a broad range of communication skills to elementary and high school students who are underachieving in their current school environment. Students experience the arts in forms which relate to their interests and needs. Program instructors then work with the students in relating these art forms to the development of reading skills.

Target Audience

Elementary and high school students.

Rationale & General Objectives

The program was developed in response to research findings indicating that many traditional approaches to teaching reading are not producing able readers. The program goal is to assist students to move from firsthand observation and involvement with various art forms to reading critical and descriptive writing about the arts. Other goals are to increase general knowledge of the arts and to improve the self-esteem and self-confidence of the students.

Implementation Requirements

This program is designed to enable the duplication of the program at other schools and institutions. For 120 students, a full-time project coordinator is required, along with two reading teachers and 6 artist teachers. A varying number of paid assistants are used, along with volunteer aides. Three days of preservice training are required, and inservice training (1 hour for both artist teachers and reading teachers) are required each week. Parent involvement is part of the program.

Services Available

Approval

Northwest Reading Consortium (1977)

Materials/Costs

During the 1977-78 school year 720 students received 192 hours of art and reading instruction. The cost was $370,670 with a per student cost of approximately $515. Title I funds were made available through the New York Board of Education to help with these costs. Various local museums, contributed the service of their staffs, plus the use of space for program activities. For the summer program, the per student cost was $461 for 200 hours of instruction. Adoption costs will vary depending on the availability of staff, space, duration of the program and the number of children served.

Evaluation (Evidence of Effectiveness)

Over a 6 year period (1972-78), annual pre-post test comparisons were made to assess the impact of the Learning to Read Through the Arts Program on reading and art skills, attitudes, and interest. Analysis of reading test scores and criterium referenced reading skill achievement on the California Achievement Test (Reading), Wisconsin Design Skill Development Tests and the Prescriptive Reading Inventory, revealed that the gains in reading growth were generally statistically significant.

Assurances & Claims

The program offers concentrated reading and art experiences during and after hours and instruction in the student's choice from among 10 different art fields. Each site has professional reading teachers, artists, a social worker and several aides which allows for a low student/teacher ratio.

Contact

Bernadette C. O'Brien
Citywide Coordinator
Division of Community School District Affairs
Board of Education of the City of New York
Special Project Unit
Title I Learning to Read Through the Arts Program and Resource Center
110 Livingston Street, Room 612
Brooklyn, New York 11201
(212) 787-0470 or 596-5545

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	●
	Language Usage	●
	Listening	●
	Phonics	●
	Speaking	●
	Speed	●
	Spelling	●
	Structural Analysis	●
	Word Recognition	●
	Writing	●

CONTENT AREAS	Business	
	Fine Arts	●
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/ Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	●
	Centers	●
	Continuous Progress	
	Corrective Reading	●
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming/ Simulation	●
	Group Instruction	●
	Individualized	●
	Laboratories	
	Parent Participation	●
	Student Motivation	●
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	●
	Tests and Assessment	●

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Newspaper in Education (NIE)

DEVELOPER

American Newspaper Publishers Association Foundation
Washington, D. C.

Descriptors
Reading Programs
Newspapers
Elementary Secondary Education
Critical Reading
Individualized Reading
Inservice Teacher Education

Overview

Newspaper in Education is a flexible program which uses the local newspaper to supplement other teaching materials. Students in primary grades through grade 12 use newspapers to improve their skills and interest in reading in a practical, day-to-day context. No set amount of time is required.

Target Audience

Primary grades through grade 12.

Rationale & General Objectives

The program is based on the idea that the ability to read well is, in itself, insufficient. Students must become readers who can and do read. Reading can be made more interesting if it is presented in a day-to-day, practical context through the changing content of the newspaper. Program goals are to:

- strengthen instruction at all levels
- help students develop skills of critical reading
- inform and involve students in the workings of their society.

Implementation Requirements

Flexibility is the key to the NIE program. Local newspapers provide daily copies to participating schools or classrooms. Teachers use the papers to supplement other instructional materials. Games, field trips or free reading using newspapers may highlight classroom discussions in reading, social studies, math or science classes. Teachers develop their own lesson plans and curriculum guides or use ANPA Foundation materials which are provided through the local paper.

Services Available

Approval

Northwest Reading Consortium (1977)

Materials/Costs

Daily newspapers
Other kits and materials

Price of the local daily newspaper, usually at ½ price discount rate. Kits and materials available through the American Newspaper Publishers Association Foundation range from $.50 to $3.00

Evaluation (Evidence of Effectiveness)

One of the evaluations revealed that 6th grade students using newspapers as their primary text gained 16 months on the SRA test, while students using regular texts (no newspapers) gained only 11 months.

Assurances & Claims

The program is replicable in any community that has a daily newspaper. Materials provided by ANPA Foundation are free of sexual or ethnic bias. On the basis of test scores and informal evaluation, students seem to enjoy the program and benefit from it.

Contact

Judy Hines
American Newspaper Publishers Association Foundation
P.O. Box 17407
Dulles International Airport
Washington, D. C. 20041
(Contact your local newspaper in the nearest city.)

INSTRUCTIONAL PROBLEM AREAS	Comprehension	
	Decoding	
	Language Usage	●
	Listening	
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	●
	Physical Education	
	Vocational/Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	
	Directed Teaching	
	Exploratory Reading	
	Gaming/Simulation	
	Group Instruction	
	Individualized	●
	Laboratories	
	Parent Participation	
	Student Motivation	●
	Team Teaching	
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	
	Management System	
	Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

The P.K. Yonge Developmental, Individualized Reading Laboratory

DEVELOPER

The P.K. Yonge Laboratory School
Gainesville, Florida

Descriptors
Reading Programs
Elementary Secondary Education
Developmental Reading
Diagnostic Teaching
Individualized Instruction
Learning Laboratories
Inservice Teacher Education

Overview

The purpose of the reading laboratory is to help pupils establish reading improvement goals for themselves which are reasonable to attain and to provide the environment, materials and personnel by which they may work toward these goals. The 9 week program includes pretesting, individual planning conferences, 6 week laboratory experience, posttesting and final evaluation. Students spend 18 (50 minutes) sessions in the Laboratory.

Target Audience

Students in Grades 6-8.

Rationale & General Objectives

The program is based on the belief that pupils who have an opportunity to act on their own purposes, when guided and helped by appropriate teaching, exhibit marked superiority in learning over pupils taught by conventional methods usually acting on purposes of others. The goals are to improve both the student's reading achievement and his/her success in assuming responsibility for improving personal reading skills.

Implementation Requirements

Adopting schools should send a principal and at least 1 teacher to a 4-day workshop at the Laboratory School. Provision should be made for a laboratory facility as well as sufficient materials and equipment for an individualized approach. One reading teacher/counselor and a 1/3 to 1/2 time aide are needed per 450 students to be served for one 9 week period per year. Additional workshops involving content area teachers, counselors, etc., are conducted following implementation.

Services Available

Consultation is available by phone or in evaluation workshops held twice yearly at P.K. Yonge School.

Approval

Northwest Reading Consortium (1977)
Title IV-C Validation Team (1977)

Materials/Costs

Field Testing and Diffusion of an Experiment in Developmental, Individualized Reading at Middle and High School Levels - $3.00
An Experiment in Developmental, Individualized Reading - $1.50
A Classroom Teacher's Guide to Reading Improvement in Middle School Science, Language Arts and Social Studies - $2
Commercial materials and equipment

Schools should inventory what is presently available (detailed information available). Adaptation is possible.

Adoption costs vary. For 450 students, total startup, operational and management cost is approximately $25,500.

Evaluation (Evidence of Effectiveness)

Students involved in the Laboratory School (Grades 6 and 8) and in the field testing (Grades 6-8) made statistically significant gains in reading rate. The average reading rate gain was 63 wpm for Laboratory School students and 53 wpm for field test students. In addition, P.K. Yonge students made significantly greater gains in comprehension than students in regular reading programs (control).

Assurances & Claims

Such an individualized approach assures the rights of the individual. The model has been established in 100 schools and serves 55,000 pupils during 1977-78.

Contact

Dr. Hellen Guttinger
P.K. Yonge Laboratory School
College of Education
University of Florida
Gainesville, Florida 32611
(904) 392-1554

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	
	Language Usage	
	Listening	
	Phonics	
	Speaking	
	Speed	●
	Spelling	
	Structural Analysis	
	Word Recognition	
	Writing	

CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	●
	Social Studies	●
	Physical Education	
	Vocational/Technical	

INSTRUCTIONAL STRATEGIES	Behavior Change	
	Centers	
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	●
	Directed Teaching	
	Exploratory Reading	
	Gaming/Simulation	
	Group Instruction	
	Individualized	●
	Laboratories	●
	Parent Participation	
	Student Motivation	●
	Team Teaching	●
	Tutors	

SPECIALIZED PROGRAMS	Staff Development	●
	Management System	
	Tests and Assessment	

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PRODUCT

Secondary Reading Lab

DEVELOPER

Wood County Schools
Parkersburg, West Virginia

Descriptors
Reading Programs
Secondary Grades
Learning Laboratories
Educationally Disadvantaged
Multimedia Instruction
Reading Skills
Parent Participation

Overview

This laboratory program is designed to assess student needs and to provide individualized instruction in visual perception, vocabulary, word attack, comprehension and study skills, and to evaluate program results. A teacher and aide work with a maximum of 12 students per lab period, in which students spend 90% of their time in individual activities.

Target Audience

Students in junior high and high school.

Rationale & General Objectives

The program is based on the idea that reading is the highest curricular priority for the educationally disadvantaged and that the lab approach is an effective means to promote reading success. Other program objectives are to:

- promote student motivation, self-concepts and social awareness
- increase overall classroom achievement through improving study habits
- involve parents
- involve content area teachers in the reading program

Implementation Requirements

Sixty hours of inservice training are recommended prior to implementation. The laboratory setting, designed to accommodate sixty students, offers (under direction of 1 full-time teacher and aide) sequenced, individualized activities. Students are oriented to the lab setting, individualized study prescriptions are negotiated, and the teacher and aide are available to assist students as they work in the lab.

Services Available

Personnel from the county administrative office, the State Department of Education and reading experts conduct trainings.

Approval

Joint Dissemination Review Panel
Northwest Reading Consortium (1977)

Materials/Costs

Thirty-five separate software materials are used to enhance reading skills. Laboratory hardware needs include recorders, headsets, carrels, projectors and screens, phonographs and controlled readers.

The approximate cost for equipment and materials for initial implementation is $6,000. Other, ongoing costs include teacher and aide salaries plus minimum expenditures for equipment maintenance.

Evaluation (Evidence of Effectiveness)

The following data compare the mean gains in reading on the Stanford Reading Achievement Test for Secondary Reading Lab program students and students not in the program (control) over a 1 year instructional period:

Grade Level	SRL Average Reading Gain	Control Average Reading Gain
7	2.1 years	1.1 years
10	1.8 years	1.3 years

Assurances & Claims

Evaluation results of this ESEA Title I program indicate substantial increase in both reading and affective skills.

Contact

Darel K. Custer
Wood County Schools
1210 Thirteenth Street
Parkersburg, West Virginia 26101
(304)422-8411

INSTRUCTIONAL PROBLEM AREAS	
Comprehension	●
Decoding	
Language Usage	●
Listening	●
Phonics	
Speaking	
Speed	
Spelling	●
Structural Analysis	
Word Recognition	
Writing	

CONTENT AREAS	
Business	
Fine Arts	
Foreign Languages	
Language Arts	●
Mathematics	
Science	
Social Studies	
Physical Education	
Vocational Technical	

INSTRUCTIONAL STRATEGIES	
Behavior Change	
Centers	
Continuous Progress	●
Corrective Reading	
Cross-Age Teaching	
Diagnostic/Prescriptive	
Directed Teaching	
Exploratory Reading	
Gaming Simulation	
Group Instruction	
Individualized	●
Laboratories	●
Parent Participation	●
Student Motivation	●
Team Teaching	
Tutors	

SPECIALIZED PROGRAMS	
Staff Development	
Management System	●
Tests and Assessment	

PRODUCT

Upstairs School

DEVELOPER

Roosevelt High School
Portland, Oregon

Descriptors

Reading Programs
Secondary Education
Developmental Reading
Inservice Teacher Education
Reading Centers
Behavior Change

Overview

The Upstairs School is designed to help students who have special needs to improve their reading skills. The program emphasizes success in reading. Target students go to a special center for 1-2 hours per day of intensive, structured help in basic reading. Training should take place at the site.

Target Audience

High school students.

Rationale & General Objectives

The program operates on the belief that students can learn to read and improve their reading skills if presented with the right kind of atmosphere, opportunity and help. Both teacher and students share the responsibility for materials, motivation and classroom behavior. A mastery approach to learning is emphasized. The major goal is to improve the reading skills and self-concepts of high school students.

Implementation Requirements

After initial testing, students are divided into instructional groups of 12 or fewer. Each group meets daily with the same instructor or aide. Direct teaching by the teacher is emphasized in the instructional groups. The director circulates assisting staff and meeting continually with individual students for counseling purposes. In addition, the director conducts any large group reading activities and sessions on clarification of discipline.

Services Available

The program includes a training component.

Approval

Oregon State Validation (1972)
USOE Dissemination Review Panel (1973)
Northwest Reading Consortium (1977)

Materials/Costs

Most of the materials used at the Upstairs School are available commercially. More information is provided during training.

Evaluation (Evidence of Effectiveness)

According to CTBS Achievement Test results, the following gains were achieved in reading by Upstairs School students during a 1 year instructional period:

Grade Level	Average Grade Level Equivalent Gain
8	9 months
9	3 months
10	6 months
11	2 months

Past test performance indicated that these students would have averaged 5 months reading growth gain in the regular reading program. There were no tests of statistical significance and no control groups.

Assurances & Claims

Materials used in the program are free of cultural and ethnic bias and do not discriminate on the basis of sex. The program is in use in 4 or 5 other districts and would appear to be replicable in most high schools.

Contact

Audrey W. Brune
Upstairs School
6941 N. Central Street
Portland, Oregon 97203
(503) 286-5781

INSTRUCTIONAL PROBLEM AREAS	Comprehension	●
	Decoding	
	Language Usage	
	Listening	
	Phonics	
	Speaking	
	Speed	
	Spelling	
	Structural Analysis	
	Word Recognition	●
	Writing	
CONTENT AREAS	Business	
	Fine Arts	
	Foreign Languages	
	Language Arts	●
	Mathematics	
	Science	
	Social Studies	
	Physical Education	
	Vocational/Technical	
INSTRUCTIONAL STRATEGIES	Behavior Change	●
	Centers	●
	Continuous Progress	
	Corrective Reading	
	Cross-Age Teaching	
	Diagnostic/Prescriptive	
	Directed Teaching	
	Exploratory Reading	
	Gaming/Simulation	
	Group Instruction	●
	Individualized	
	Laboratories	
	Parent Participation	
	Student Motivation	
	Team Teaching	
	Tutors	
SPECIALIZED PROGRAMS	Staff Development	●
	Management System	
	Tests and Assessment	

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General Information on the Use of the Rating Scale

The criteria for assessing reading program effectiveness that appears on the following pages is divided into five sections. Those sections are:

Section A	Program Content
Section B	Target Population
Section C	Measures of Program Effectiveness and Comparisons
Section D	Significance of Program Effect
Section E	Exportability

Program criteria appears on the left side of the following pages. Opposite the criteria are blank spaces placed in the appropriate columns--"Yes" and "No"--for the evaluator to check the appropriate answer. Immediately following a blank space is the numerical score that is given to that space. After each section is completed, determine the total score for that section. Critical scores are:

	Desirable	Acceptable
Section A	16	14
Section B	2	2
Section C	8	5
Section D	7	5

Total/Critical Score -- 30

Note: R&D Outcomes that have an outstanding contribution but lacks effectiveness in a major area may be included with comment. Please explain on the preparation sheet.

12/31/76:jeb

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CRITERIA FOR EVALUATING THE EFFECTIVENESS OF READING PROGRAMS*

Initial Screening

	YES	NO
1. Is cognitive improvement in reading skills the focus of the program?	___	___
2. Are the goals of the program stated?	___	___
3. Does the program contain a written scope and sequence of reading skills?	___	___
4. Are evaluation reports (baseline data, retest data and measures of the program's effect) available for more than one year of the program's operation?	___	___
5. Is the program's effectiveness based on samples of sufficient size (more than 50), on more than one classroom and over more than a single year?	___	___

If yes is checked for questions 1-5, continue with evaluation of the program.

---

* Contributors: Marge Herron, Reading Specialist, Vancouver Schools, Washington; State Assembly Participants; Don Shutt, Reading Specialist, Springfield Schools and University of Oregon; and Carol Meyer, Consultant, R&D Utilization Project, Northwest Regional Educational Laboratory.

12/76:jeb

Rating Scale

		Yes	No
A.	PROGRAM CONTENT		
1.	Are specific diagnostic techniques or instruments used to:		
a.	Determine each student's level of reading readiness or skill (e.g., his/her reading grade level)? If yes, specify. ____________ (standardized test)	___1	___0
b.	Determine each student's strengths and weaknesses in reading skills (criterion-reference tests)? If yes, specify. ____________	___2	___0
2.	Are detailed suggestions (objectives stated in terms of learner outcomes, specific teaching strategies identified, materials and resources available to execute the lesson) stated for teaching specific skills identified by the program's testing program?	___2	___0
3.	Does the program contain a manageable system for recording specific skill attainment by students?	___2	___0
4.	Does the program contain a procedure whereby the goals of instruction, set by the teacher, are made clear to the students?	___1	___0
5.	Does the program contain procedures whereby students receive feedback from the teacher and thereby learn quickly whether their answers are right or wrong?	___1	___0
6.	Does the program require that the teacher provide direction, supervision, and direct instruction vs. students spending a great deal of time in individual study?	___1	___0
7.	Does the program establish specific time requirements?	___2	___0
	If yes, how many hours per week are scheduled for the reading program?		
a.	Less than 2 hours	___*	
b.	2 hours to 3 hours 59 minutes	___*	
c.	4 hours to 5 hours 59 minutes	___*	
d.	6 hours to 7 hours 59 minutes	___*	
e.	8 hours to 9 hours 59 minutes	___*	
f.	10 hours to 11 hours 59 minutes	___*	
g.	12 hours or more	___*	
8.	Are the materials used in the program free of sex bias? (Equal presentation of men and women in various life roles.)	___2	___0
9.	Are the materials in the program free of cultural and ethnic bias?	___2	___0
10.	Does the program appear to have content validity?	___2	___0
	TOTAL for Section A		☐
B.	TARGET POPULATION		
11.	Are the data evaluating the program available for more than one site (replication)?	___2	___0
12.	How many participants or individual records are included in the evaluation?		
a.	50 to 99	___*	
b.	100 to 199	___*	
c.	200 to 499	___*	
d.	500 or more	___*	

---

* Not applicable

	Yes	No
13. In which area do the majority of the program students live?		
a. Rural and small town of less than 10,000	___*	
b. Small city of 10,000-199,000	___*	
c. Small city suburbs	___*	
d. Inner area in large city of 200,000 or more	___*	
e. Residential area in large city	___*	
f. Suburbs of a large city	___*	
g. Variety	___*	
14. What is the average family income level of students in the program?		
a. Low income (under $6,000)	___*	
b. Middle income ($6,000-$15,000)	___*	
c. High income (above $15,000)	___*	
d. Information not available	___*	
15. For what target population of students is the program designed?		
a. Unselected cross section	___*	
b. Mentally retarded	___*	
c. Bilingual	___*	
d. Disadvantaged	___*	
e. Physically handicapped (deaf, blind, etc.)	___*	
f. Other groups (please specify) ________________	___*	
g. Reading disabled	___*	
16. Are 20 percent or more of the program students in any of the following categories?		
a. American Eskimo, Aleut, or Indian	___*	
b. Black	___*	
c. Oriental or Asian	___*	
d. Spanish-speaking	___*	
e. White	___*	
f. Other, specify ________________	___*	
g. Information not available	___*	

TOTAL
for Section B ☐

C. MEASURES OF PROGRAM EFFECTIVENESS AND COMPARISONS

	Yes	No
17. What measures have been analyzed to show the success of the program?		
a. Analysis of nationally standardized reading test results.	___2	___0
b. Analysis of locally developed reading test results.	___1	
c. Analysis of other program success indicators (e.g., observations, affective measures, teacher records, questionnaire).	___0	

---

* Not applicable

	Yes	No
18. What was the reliability coefficient of the test used to measure reading achievement for the program?		
a. Below .5	0	
b. Between .5 and .59	0	
c. Between .6 and .69	0	
d. .7 and over	1	
e. Cannot be found at this time	0	
f. Has not been determined (computed)		0
19. How similar were the pre- and post-tests used to determine gain in reading skills for a period of more than six months?		
a. Were identical	2	
b. Were parallel forms of a single test	2	
c. Were consecutive forms from the same sources	2	
d. Only one test has been applied	1	
e. Were different		0
f. Other ______________________	1	
20. What kind of improvement or gain by program students was found?		
a. A mean or mean gain is less than expected		0
b. A mean or mean gain is the same as expected	1	
c. A mean or mean gain is greater than expected	2	
d. The mean or mean gain of students in the program exceeds that of comparable students not in the program (control)	3	
e. Not reported		0
TOTAL for Section C		☐

D. SIGNIFICANCE OF PROGRAM EFFECT

	Yes	No
21. How significant were the statistical results showing the effect of the program?		
a. No tests of significance appear to have been made	0	
b. No significant differences found	1	
c. Significant differences found at the .05 level or better	3	
d. Results clearly imply significant differences and hence were not computed	3	
22. What summary statistics were used in the analysis of the program data?		
a. Means or medians	1	
b. Standard deviations or variances	1	
c. Covariances or correlation coefficients	1	
d. Frequency counts, percentages, or proportions	1	
23. Which of these factors were taken into explicit account in the analyses of both program and comparison data?		
a. Age (independent of grade level)	1	
b. Sex	1	
c. Grade level	1	
d. Scheduling or time (time/day or week)	1	

	Yes	No
e. Mastery	___2	
f. Other, specify __________________________________		

24. What percentage of annual attrition or loss of students from the program was allowed for, to correct for bias in statistical analysis (e.g., by eliminating from consideration persons who start the program but do not finish)?

	Yes	No
a. Was 15 percent or more	___1	
b. Was between 10 and 14.9 percent	___1	
c. Was between 5 and 9.9 percent	___1	
d. Was between 0 and 4.9 percent	___1	
e. No allowance was made for losses	___0	
f. No losses occurred	___1	
g. Data collected and varied by grades	___1	
h. Data not available		___0

TOTAL
for Section D ☐

E. EXPORTABILITY

25. Does the program involve special training (inservice) on the part of the staff?

____

____

____

26. Time factor considerations for implementation ____________________________

____

____

27. Cost
    - a. Start up per student ____________________________________
    - b. Renewal ____
    - c. Staff
        - 1) Development ______________________________________
        - 2) Required to implement ______________________________

12/76:dr